DOCUMENT RESUME

ED 213 360 HE 014 861

AUTHOR Farrow, Earl V.
TITLE Special Programs at Livingston College: Assessment I, 1977-80.
INSTITUTION Rutgers, The State Univ., New Brunswick, N.J. Livingston Coll.
PUB DATE Oct 80
NOTE 106p.; Parts of appendix marginally legible.
AVAILABLE FROM Livingston College, New Brunswick, NJ 08903.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Academic Advising; Basic Skills; Course Descriptions; *Developmental Studies Programs; Economically Disadvantaged; Educational Objectives; Higher Education; *High Risk Students; Learning Laboratories; *Low Income Groups; *Nontraditional Students; Remedial Programs; School Orientation; *Special Programs; Student Characteristics; *Summer Programs; Tutoring
IDENTIFIERS *Rutgers the State University Livingston Coll NJ

ABSTRACT

Special programs provided to low income, nontraditional students at Livingston College, New Jersey, are described. In the academic year 1978-79, 498 students were enrolled in special programs, over two-thirds were black and over one-half came from families with annual incomes of less than $6,000. Ninety-seven percent came from families with incomes of less than $12,000. Additional information on students in special programs includes: retention and attrition, choice of majors, summer student characteristics, and credits earned. Student services include reading, writing, and mathematics courses; tutorial services; skills laboratories; and academic, financial aid, career and personal counseling. Attention is directed to databases that provided readily accessible information, including attrition or counseling caseload statistics; recruitment and admissions to special programs; student financial aid; the summer program; the academic year programs; and special programs evaluation. The purpose of the summer program is to orient students to academic and personal/social demands encountered at college. Specific goals, objectives, and activities of the summer academic and counseling services are outlined, and course descriptions for the summer and academic year programs are presented. Information is also presented on the following: the learning center; learning center tutors; instructional materials; the writing, reading, and mathematics laboratories; counseling philosophy; and the evaluation of basic skills, academic foundations courses, the learning center, and counseling services. An organizational chart and information on admission procedures are appended. (SW)

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Assessment I
1977-1980

Special Programs at Livingston College

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Livingston College
New Brunswick, New Jersey 08903
October 1980

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS

Special Programs
At
Livingston College

Assessment I

Prepared by:
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Director

October 1980

Acknowledgments

Many people—Faculty, Staff, Students—contributed to the development of this report and their contributions are gratefully acknowledged.

Earl V. Farrow

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Introduction

America's poor and minorities have gained access to higher education only during the last 15 years. Prior to the mid-1960s, college was the reserve of a privileged class. Private foundation and Federal government initiatives which were designed to enlarge the pool of qualified minority and poor students eligible for entrance to higher education were followed by similar efforts at the state level.

Considerable attention was focused on the underprepared or nontraditional student. It was clear at the outset that extensive post-secondary supportive services would be required in order for underprepared and nontraditional students to master the skills necessary to succeed in college. By the mid-1970s, supportive services programs were in operation at a significant number of colleges and universities. In general, the network of supportive services at most colleges has consisted of two or more college, State, or Federal government sponsored programs which, when coordinated, provide an appropriate variety of activities.

At Livingston College, institutional, State, and Federal funds support a comprehensive network of services for the nontraditional student. College funds underwrite the cost of the Academic Foundations Department which offers developmental and remedial skills courses to all eligible Livingston students. State monies from the New Jersey Educational Opportunity Fund are used to provide academic year counseling and tutorial services and to finance the pre-freshman Summer Program for nontraditional, low income students. Federal grants from the Special Programs for Disadvantaged Students Branch of the U.S. Office of Education are used to staff and equip the Learning Center, where the academic skills of these students are refined and strengthened.

The core group of nontraditional students at Livingston College qualifies for services under all three funded components; they have "multiple eligibility." By coordinating the various components, Livingston College is able to offer the nontraditional student a range of services; these combined services are known as "Special Programs." The purpose of this report is to describe the operation of Special Programs at Livingston College.

Part I
Students in Special Programs at Livingston College

Livingston College: A Brief History

Livingston College is a division of Rutgers University, The State University of New Jersey. It is a four year undergraduate Liberal Arts college with an urban emphasis. Livingston College resulted from the expansion of Rutgers University and focused on social needs and the unrest of the sixties as a major part of it mission. By this commitment to excellence and to quality education, Livingston hopes to prepare citizens who are responsive to the problems of their time and, with the necessary skills, who can begin solving them.

In the early 1960s, increasing state support for higher education in New Jersey made it possible for Rutgers to plan for a significant expansion of its facilities. This opportunity coincided with a growing national awareness that traditional approaches to higher education were not meeting the needs of students. Large state universities were accused of being "knowledge factories,"--college admissions policies were charged with discrimination against minority groups, and students complained that their courses were irrelevant to the society around them. It became clear that the university needed not only to grow but also to respond to these challenges. Rather than expand its existing units, Rutgers decided to add an entirely new unit, small enough to avoid an impersonal atmosphere, and with sufficient autonomy to develop a flexible and innovative academic program. Planning for Livingston College began in 1964 and the college opened in September, 1969 with 800 students. Livingston is now a college of approximately 3500 students.

The college curriculum is interdisciplinary and offers programs for careers that have only recently developed, such as physician's assistant, and other opportunities within the growing field of Public Health. Students may specialize in journalism, and communications, computer science, Afro-American, African or Puerto Rican studies, community development, labor studies, urban teacher education, and many other new fields, as well as in more traditional subjects.

Located on the site of the former Camp Kilmer in Piscataway, Livingston takes its place next to Rutgers College, Douglass College, University College, and the new Cook College in New Brunswick; and with them forms a federation in which each college contributes its resources but retains its identity and a distinctive undergraduate program.

As an integral part of Rutgers, Livingston shares the intellectual and cultural resources of a large University. Three aspects of this relationship are of particular importance to Livingston. First, as one of the nine colonial colleges with a long history as a private institution, Rutgers has a strong commitment to academic freedom as the fundamental prerequisite to quality education. This tradition of academic freedom is essential to academic innovation at Livingston. Second, as a land grant institution, Rutgers has a long history of community service. This history of extending the University's resources to meet rural needs gives Livingston an important precedent for its concern with the urban crisis. Finally, as the State University of

New Jersey, Rutgers has a responsibility to all the citizens of New Jersey and to the educational needs of every group within the State. This responsibility is at the heart of Livingston's commitment to being a fully pluralistic college.

Non-traditional Students at Livingston College

Livingston admits a significant number of low income, nontraditional students who require extensive academic support services. The extent of the need for supportive services among Livingston College students was documented when the results of the 1978-79 and 1979-80 statewide New Jersey College Basic Skills Placement Test, which was administered to incoming freshmen, were compiled (Table 1). The percentage of Livingston College students who failed to achieve the minimum standard was nearly double the percentage for Rutgers University, in all seven skill areas. The percentage of Livingston College Special Programs students who failed to achieve the minimum competency level was double the percentage for regular Livingston College students and three times the percentage for Rutgers University, in each of the seven skills measured by the Test.

The purpose of the New Jersey College Basic Skills Placement Test was to identify students entering two and four year public colleges who required remedial academic support services. There is no question that the need for supportive services exists at Livingston.

Urban, low income, nontraditional students are attracted to Livingston. In 1978, 80.2% (401/500) of the students enrolled in Special Programs were graduates of high schools in the 17 New Jersey urban areas listed in Tables 2 and 3. All of the 17 communities have two characteristics in common, the level of economic need and the level of educational need present in the school age population.

The majority of the students who apply to college from the 17 cities listed are from low income families. The mean percentage of these applicants eligible for New Jersey Educational Opportunity Program finanacial aid awards was 67.72%. The mean percentage of students, all cities combined, who were members of families receiving Aid to Families with Dependent Children was 50.92%. The mean percentage of students in the 17 cities who participated in the Free and Reduced Lunch Program was 66.25%. These statistics for each of the 17 cities are listed in Table 2.

Pupil achievement statistics for the 17 cities indicate the widespread educational need that exists among the school age population at all grade levels (Table 3). The mean percentage of students from high schools in the 17 cities who failed the reading comprehension section of the College Basic Skills Placement Test was 61.20%. The mean percentage of students who failed the elementary algebra section of the test was 73.89%. The difference is striking when the cities in question are compared to the state average (Table 3). In actuality, the State averages for the College Basic Skills Placement Test are indicators that considerable educational need is present among New Jersey college students across the State.

Pupil achievement is extremely low at all grade levels in the 17 cities. The New Jersey Department of Education, using minimum basic skills test results to extrapolate scores for the untested grades, has estimated the percentage of students in each school district who are below the minimum competency standard in grades 1 thru 12 (Table 3). The mean estimated percentage of students below the minimum competency standard in the 17 cities combined was 55.38%.

TABLE 1. 1978-79, 1979-80 NEW JERSEY COLLEGE BASIC SKILLS TEST RESULTS: PERCENTAGE OF STUDENTS SCORING BELOW THE MINIMUM COMPETENCY STANDARD

Skill Measured	State Average	County Colleges	State Colleges	Rutgers University	Livingston College		Livingston College Special Programs	
					1978-79	1979-80	1978-79	1979-80
	%	%	%	%	%	%	%	%
Reading Comprehension	39	48	34	17	31.1	31.0	70.7	70.0
Sentence Structure	41	53	33	18	34.2	33.1	65.9	63.0
Logical Relationships	39	49	33	17	34.1	35.4	67.1	73.0
Composition	43	55	36	18	34.8	35.2	69.7	75.0
Total English	42	54	35	17	33.6	33.6	68.4	74.0
Computation	45	58	38	17	32.0	30.9	64.5	69.0
Elementary Algebra	57	74	47	20	33.8	31.1	64.0	70.7

Source: Report to the Board of Higher Education on the Results of the New Jersey College Basic Skills Placement Testing. May 1, 1978 - September 28, 1979. New Jersey Basic Skills Council. November 17, 1979.

TABLE 2. SELECTED POVERTY STATISTICS OF SEVENTEEN NEW JERSEY URBAN SCHOOL DISTRICTS, 1978

District	Percent Eligible State Educational Opportunity Programs	Percent Students Receiving AFDC K-12 Combined	Percent Eligible Free/Reduced Lunch K-12 Combined
Asbury Park	48.50	67.88	80.30
Atlantic City	80.00	87.01	79.84
Camden	75.90	89.15	74.83
East Orange	79.40	35.15	51.92
Elizabeth	55.40	31.74	71.17
Hoboken	70.10	50.02	72.37
Irvington	78.10	27.71	43.04
Jersey City	70.30	49.28	58.34
Lakewood	67.00	32.49	47.53
Newark	80.70	68.90	70.42
New Brunswick	65.10	59.32	72.56
Orange	61.50	36.36	62.48
Passaic	75.00	44.95	76.29
Paterson	75.10	50.52	71.21
Perth Amboy	58.30	42.20	77.57
Plainfield	56.30	33.38	51.15
Trenton	54.60	59.64	65.30

Source: New Jersey Department of Higher Education, Office of Student Assistance. New Jersey Department of Education. State Compensatory Education Printouts (District Eligibility Levels) 1978-79.

TABLE 3. PUPIL ACHIEVEMENT STATISTICS IN SEVENTEEN NEW JERSEY URBAN SCHOOL DISTRICTS, 1978*

District	Percent Failing College Reading Skills Test	Percent Failing College Mathematics Skills Test	Percent Elementary and High School Below State Minimum Standard
Asbury Park	67.16	77.61	68.89
Atlantic City	56.38	70.47	66.50
Camden	70.38	88.85	62.00
East Orange	67.45	78.30	50.93
Elizabeth	51.79	63.26	41.35
Hoboken	67.44	82.56	63.34
Irvington	50.53	62.63	47.90
Jersey City	71.71	87.30	51.73
Lakewood	51.46	61.17	45.91
Newark	73.34	84.05	64.91
New Brunswick	45.57	75.95	55.75
Orange	70.89	83.54	52.05
Passaic	60.31	72.52	56.90
Paterson	65.18	65.18	60.75
Perth Amboy	48.70	55.19	47.71
Plainfield	54.11	68.49	50.19
Trenton	67.62	79.05	54.57
STATE AVERAGE	39.00	57.00	29.00

Source: Report to the New Jersey Board of Higher Education, December 15, 1978. New Jersey Department of Education State Compensatory Education Printouts (District Eligibility Levels) 1978-79.

*Please note: 80.2% of the students currently enrolled in Livingston College's Special Services program graduated from public high schools in the 17 districts listed above.

It is highly unlikely, in the foreseeable future, that some economic miracle will "revitalize" New Jersey's urban areas. With the aggregate economy in a downturn, poverty rather than prosperity will continue to affect the lives of the majority of the State's urban dwellers. It is equally unlikely that the quality of the educational systems in New Jersey's cities will improve significantly, if at all, within the next five years.

Over 80% of the students currently enrolled in Livingston College Special Programs come from urban areas. This pattern is not expected to change and the need of these students for academic support services will increase, if the statistical projections hold, rather than diminish.

Profile of Students in Special Programs

Basic Facts

In the academic year 1978-79, 498 students were enrolled in Special Programs at Livingston College. As shown in Table 4, over two thirds of these students were Black, 13% were White, 15.5% were Hispanic and 4.2% were from other ethnic groups. The male-female ratio for these students was most balanced among white students and least balanced among "other" students, including Asian Americans, Orientals, and American Indians. Over one half of the Special Programs (SP) students came from families with annual incomes of less than $6,000. Ninety-seven percent came from families with incomes of less than $12,000. Females comprised 54.4% of the enrollment.

In the 1979-80 academic year, 467 students were enrolled in Special Programs. Of this group, over two thirds were Black, 11.3% were White, 16.9% were Hispanic, and 1.7% were from other ethnic groups. In 1979-80, females were 54.3% of all students enrolled.

Retention and Attrition

Of the 498 students enrolled in 1978-79, about 58% had been enrolled in Special Programs the previous school year. Fifty eight, or 11.6% of the students were new transfers into the program, and a third were freshmen. Another third were second year students (see Table 5).

Of the 467 students enrolled in 1979-80, 71% had been enrolled the previous school year. One fourth of the students were freshmen, 26% were second year students, and 22, or 5% were transfers. The school histories of the 537 Special Programs (SP) students enrolled in 1977-78 are also shown in that table.

Data from the three school years indicate that from 80% to 85% of Special Programs students complete the school year they begin. (Add "full year enrollment" to "graduated" in Table 5). It should be noted that about a quarter of nongraduating students who complete a school year do not return the following September. For example, of 395 nongraduating students who completed the 1977-78 school year, 289 (73.2%) returned and 106 (26.8%) did not return. Of the 371 nongraduating students who completed the 1978-79 academic year, 330 *88.9%) returned in 1979-80. Only 41 students (11.1%) did not return.

TABLE 4. BASIC FACTS ABOUT LIVINGSTON COLLEGE SPECIAL PROGRAMS STUDENTS, 1978-79, 1979-80

Sex	% 1978-79	% 1979-80	Race	% Male 1978-79	% Male 1979-80	% Female 1978-79	% Female 1979-80	Total % 1978-79	Total % 1979-80
Male	45.6	45.7	Black	44.0	43.6	56.0	56.4	70.7	69.7
Female	54.4	54.3	Hispanic	56.6	59.5	43.4	40.5	15.5	16.9
	100.0		White	52.0	41.6	48.0	58.4	12.9	11.3
			Other	40.0	37.5	60.0	62.5	0.9	1.7
								100.0	100.0

1978-79, N = 498
1979-80, N = 467

TABLE 5. SPECIAL PROGRAMS STUDENT RETENTION AND ATTRITION, 1977-78, 1978-79 AND 1979-80

Enrollment Status	1977-78 (N = 537)		1978-79 (N = 498)*		1979-80 (N = 467)**	
	N	%	N	%	N	%
Full Year Enrollment	395	73.6	371	74.5	361	77.3
Left, Personal/Academic Reasons	48	8.9	20	4.0	26	5.6
Left, Financial Reasons	14	2.6	9	1.8	2	0.4
Academic Failures	40	7.4	42	8.4	40	8.5
Transferred	4	0.7	2	0.4	0	0.0
Graduated	36	6.7	54	10.8	26	5.6
Unknown	0	0.0	0	0.0	12	2.6
TOTALS	537	100.0	498	100.0	467	100.0

*In 1978-79, total enrollment included 289 students from previous year, 48 transfers-in and 151 freshmen. This indicates that 106 students, or 26.8% of 1977-78 students who completed that school year, dropped out of Special Programs before the 1978-79 year began.

**In 1979-80, total enrollment included 330 students from the previous year, 22 transfers-in, and 115 freshmen.

Students who left during the school year did so for personal, academic, or financial reasons. In 1977-78, 11.5% of the students left voluntarily for one of these reasons; in 1978-79, only 5.8% left for these reasons. During the 1979-80 school year, 6.0% of the students left the college voluntarily.

A number of students are asked to leave the college each year due to academic failure. In 1977-78, 40 students failed, and in 1978-79, 42 students failed. In 1979-80, 40 students failed and were dropped by the college.

The tendency for Special Programs students to continue through a fifth and even a sixth year of college has not been typical of college students in general. Table 6a shows that in 1978-79, over 50 Special Programs (SP) students were in their fifth and sixth years. The table also shows that there is a significant decrease in enrollment of a class by its third year. Students with Renewal 1 status (normally called sophomores) totaled 176 in 1978-79; students with Renewal 2 status numbered 60. This is about half of the entering class of 1976-77.

If the numbers of Special Programs (SP) students are rearranged to reflect their expected year of graduation based on number of credits earned, the picture changes. Information about number of credits earned by nonfreshman students as of June, 1979 (347 students) indicates that only 60% (212/347) are expected to graduate before 1982. Of the remaining 40%, two thirds may graduate in 1982 and one third after 1982.

Unfortunately, student status by credits earned shifts each year, so that an increasing number of these students will have to delay graduation. Freshmen join this group early; the average number of credits earned by freshmen in 1978-79 was 18, compared to the 30 credits ordinarily earned in an academic year. At this rate, 1978-79 freshmen will take over six years to graduate.

Also, although 70% of Special Programs (SP) students were in their second through sixth years of enrollment (Renewals 1 through 5 in Table 6a), only 42.5% were expected to graduate in 1979, 1980, or 1981. However, if all of these students graduate (54 of the expected 56 did graduate in 1979), the actual percentage of graduates will continue to increase each year.

The graduation rates for the four cohort groups (specific entering freshmen classes) who enrolled at Livingston during the four year period from September, 1973 to September, 1976 are startling (Table 6). The graduation rates for the 1973-74 and 1974-75 cohort groups are comparable to the norm for educationally disadvantaged, low income students. However, the graduation rates for the 1975-76 and 1976-77 cohort groups show a dramatic decrease from the two prior years. The mean percentage of students graduating dropped from 30.85% for 1973-74 and 1974-75 combined to 10.65% for 1975-76 and 1976-77 combined, a reduction of 65.5%.

The causes of the decline in graduation rates over the four years cited have not been empirically documented.

TABLE 6. SPECIAL PROGRAMS STUDENT GRADUATE RATES

Year in College Before Graduation	Entering Year and Entering Class (Cohort Group) Size			
	1973-74 (125)	1974-75 (158)	1975-76 (188)	1976-77 (130)
4 years	34	26	13	11
5 years	0	25	0	
6 years	2	1	11	
7 years				
Total Graduates	36	52	24	11
Percent of Cohort Group Graduated	28.8%	32.9%	12.8%	8.5%

TABLE 6a. SPECIAL PROGRAMS STUDENTS BY RENEWAL ENROLLMENT STATUS AND BY EXPECTED YEAR OF GRADUATION, 1978-79

Renewal Enrollment Status*				Expected Year of Graduation		
	Renewal Year	Nonfreshmen Students		Year	Nonfreshmen Students	
		N	%		N	%
Renewals	4 + 5	53	15.3	1979	56	16.1
Renewal	3	58	16.7	1980	58	16.7
Renewal	2	60	17.3	1981	98	28.2
Renewal	1	176	50.7	1982	90	26.0
				After 1982	45	13.0
		347	100.0		347	100.0

*These figures do not include 151 1978-79 freshmen who would normally graduate in 1982.

Choice of Majors

Nearly a third of all Special Programs students in 1978-79 were freshmen, i.e., first time students. An additional 27% had freshmen status, based on the number of credits they had earned. Over 90% of these freshmen students had not chosen a major in 1978-79. In fact, 62% of all Special Programs (SP) students enrolled were undecided about a major.

However, according to the data displayed in Table 7, over 90% of students who expected to graduate in 1979 and 1980, and over half of the "sophomore" class, had declared a major. Students with declared majors were concentrated in one of seven discipline areas; the remainder are majoring in one of 33 other disciplines. With the exception of 18 students majoring in Biology, all students with declared majors are in the social sciences, particularly in urban and community policy studies.

Table 7 also shows the number of credits attempted by students in each major. Students in Urban Studies tended to take more credits on average (19 credits), and students in Secondary Education took less on average (15 credits) in fall, 1978. Data for credits actually earned by freshmen indicate that the average earned was 9.0 credits in fall, 1978 and 9.3 credits in spring, 1979.

Summer Program Student Profile

Over one third of entering Special Programs (SP) students attend a six week summer orientation program at Livingston College (see Part II for a detailed description of the Summer Program). Data were collected for 53 of the 61 students in the 1978 Summer Program in order to develop a profile of their backgrounds and expectations. These data were collected through a survey form developed in-house and administered during the program.

The survey results revealed that 68% of these students "had always planned to attend college." They ranked parents, financial aid, high school guidance counselors and teachers, respectively, as the most important influences on their decisions to attend college. A breakdown of the formal education of parents and sibling(s) is given in Table 8. Note that 17% of sibling(s), and 7.5% of mothers, had graduated from college. Over a third of mothers, and 18.9% of fathers, had graduated from high school.

Over 60% of the Summer Program participants reported that their high school grade average had been B or B+. Their perceptions of the determinants of academic success in college are shown in Table 9. Self-confidence and personal motivation were ranked highest as success determinants, and financial aid was ranked third.

Over 80% of Summer Program students indicated that they believed there was little or no chance they would fail in college, and 96% indicated there was little or no chance they would drop out. (A review of the retention rates of Special Programs (SP) students as described above suggests that these are unrealistic expectations.)

These students were asked to check their career choice and their probable choice of major. Despite their inadequate preparation in the basic skills, 30.2% expected to go into medicine and 15% expected to go into Computer Programming. Another 9% chose the communications fields, and smaller percentages chose Law, Social Work, and Engineering.

Of those who checked a choice of major, 11% chose Computer Sciences, 17% chose Pre-Medical or Biology, and 7.5% chose Business Administration. These pre-college

TABLE 7. FALL, 1978 ENROLLMENTS BY MAJOR, SEX, LEVEL AND NUMBER OF CREDITS

Major	Enrollment by Sex: Male N	Male %	Female N	Female %	Enrollment by Year of Graduation**: '79	'80	'81	'82	'01	Total by Major N	Total by Major %	Average Credit Attempted	Credit Rank
Undecided	142	46.0	167	54.0	6	5	45	215	38	309	62.0	15.5	8
Economics	15	62.5	9	37.5	8	7	5	3	1	24		16.5	3
Biology	7	39.0	11	61.0	3	4	8	2	1	18		16.5	3
Urban Studies	10	55.6	8	44.4	5	6	5	0	2	18		19.0	1
Secondary Education	1	5.9	16	94.1	9	6	1	1	0	17	23.5	15.0	9
Journalism	10	62.5	6	37.5	4	4	8	0	0	16		16.5	3
Political Science	9	69.2	4	30.8	1	5	4	2	1	13		16.5	3
Sociology	4	36.4	7	63.6	5	3	2	1	0	11		17.5	2
All Others*	29	43.3	38	56.7	15	18	20	12	2	67	13.5	16.0	7
Unknown	-	-	5	-	-	-	-	-	-	5	1.0	-	-
Total	227	45.6	271	54.4	56	58	98	236	45	498	100.0	16.0 (Average)	

*Includes 33 majors.
**Year of Graduation is determined by credits rather than entrance year.

TABLE 8. FORMAL EDUCATION OF PARENTS/SIBLINGS OF SPECIAL PROGRAMS SUMMER STUDENTS, 1978

Education Completed	Percent Completing Education Level		
	Father	Mother	Sibling(s)
Elementary School	28.3	17.0	3.8
Some High School	26.4	22.6	13.2
High School Graduates	18.9	34.0	22.6
College Graduates	1.9	7.5	17.0

N = 53

TABLE 9. SPECIAL PROGRAMS SUMMER STUDENTS' PERCEPTIONS OF SUCCESS DETERMINANTS, 1978

Academic Success Determinant	Percent of Students Ranking "Very Important"
Self-Confidence	98.0
Personal Motivation	88.7
Financial Aid	83.0
Hard Work	79.2
Tutoring	68.0
Academic Counseling	58.5

N = 53

expectations of career and major choices are not reflected in actual Special Programs (SP) student majors in 1978-79: most of the students who had declared majors (only nine of whom were freshmen), were in the Social Sciences.

Other Surveys

Summer students are also given other attitude surveys in order to determine their study habits, attitudes and quality of self-concept. The "Survey of Study Habits and Attitudes" and the "Tennessee Self-Concept Scale" were administered to students in 1978 and 1979. Although the surveys were administered on a trial basis in 1978, the results will be considered more formally in 1979-80; the surveys will be readministered to the students in the spring, 1980.

In general, Special Programs (SP) summer students scored lower than, but close to norm groups on all items pertaining to positive study habits and attitudes. Their scores indicated fairly normal degrees of positive self-concept; however, they tended to score higher than norm groups on a neurosis scale, and showed less tendency toward positive personality integration. The results of the 1978 and 1979 surveys are shown in Appendix I.

Credits Earned

Special Programs (SP) students who attended the 1978 and subsequent summer programs tended to earn more credits over the school year than their classmates who did not attend the summer program. On average, summer program students earned 18.8 credits, while other students earned only 18.0 credits. It should be noted that, in many cases, those students who do not attend the summer program demonstrate fewer skill deficits upon initial assessment.

Special Programs: Purpose, Structure, and Management

Purpose

The purpose of Special Programs (SP) is to increase the retention and graduation rates of nontraditional students who are admitted to Livingston College, by providing them with supplemental educational services.

The Goals of Special Programs

The broad goals of Special Programs at Livingston College are:

1. To help students develop their reading, writing, and mathematics skills to the level necessary to succeed in college.

2. To help students develop their general intellectual capacity and their ability to make critical and analytical judgments, interpretations, and inferences.

3. To help students develop the study habits and discipline necessary to master the concepts and content in college level courses.

4. To assist students in attaining greater self-understanding, self-determination, and improved personal functioning by facilitating their cognitive and affective growth.

5. To help students develop the capacity to set goals, engage in long-term goal-directed behavior, and evaluate their progress towards goal achievement.

6. To assist students in making meaningful and realistic career choices.

7. To develop effective methods and techniques for working with nontraditional students at Livingston College.

Program Services

Nontraditional students at Livingston College are offered a wide array of supportive services. Academic skills instruction is provided through a series of reading, writing, and mathematics courses in the Academic Foundations Department. Students are offered additional skills development and tutorial support in reading, writing, mathematics and specific subject areas through the Learning Center.

Special Programs students are offered extensive counseling services. Academic, financial aid, career, and personal counseling are integrated within the Special Programs model. The instructional, academic support, and counseling services reflect the purpose and goals of Special Programs.

Special Programs Structure

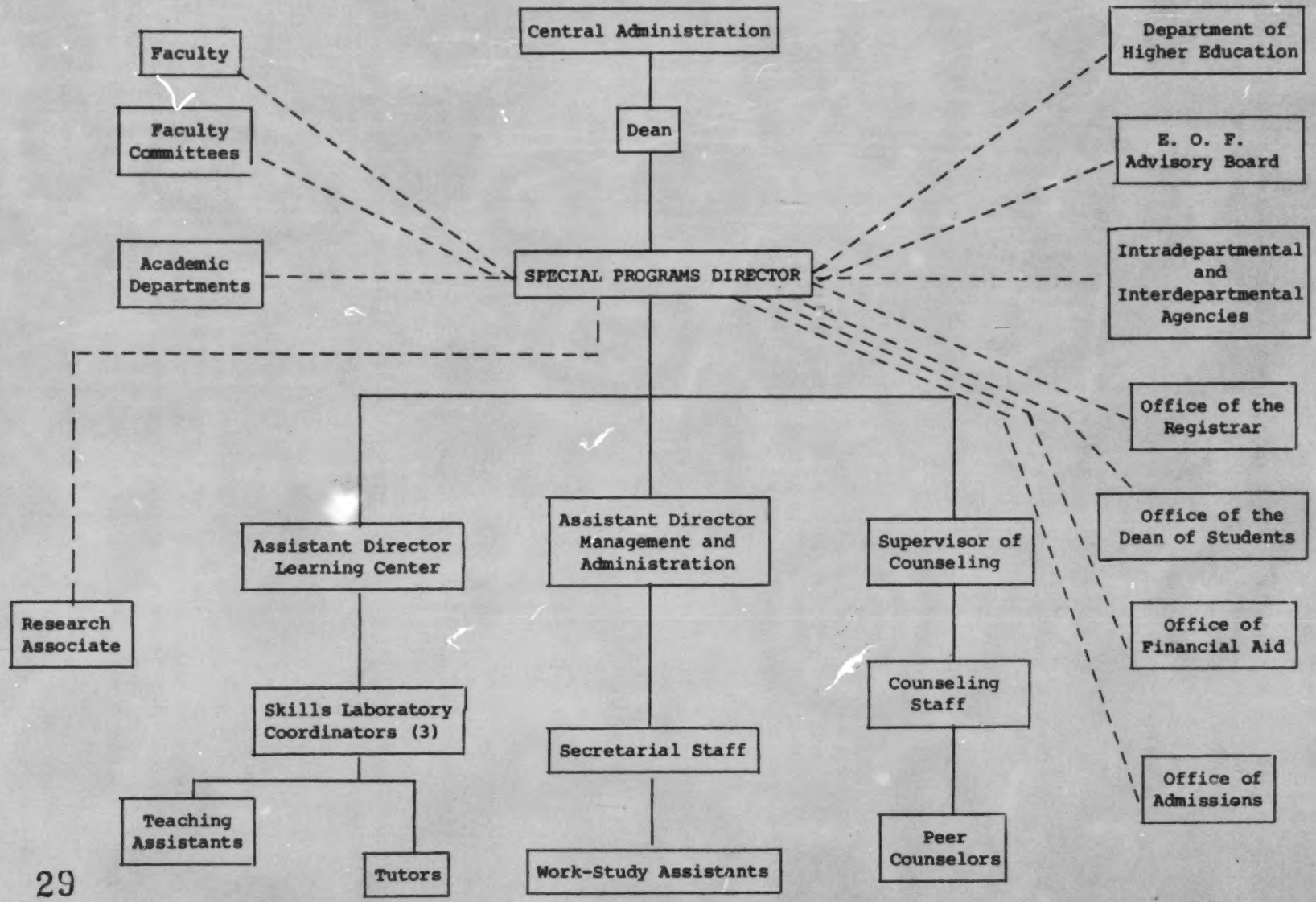
Program services are provided through a structure which includes the Learning Center and the Counseling Office, both under the director of Special Programs in the Academic Foundations Department. The Learning Center has three skills laboratories run by coordinators who also supervise teaching assistants and student tutors. The counseling supervisor oversees the staff and peer counselors, and maintains close liaison with the University's Offices of the Registrar, Dean of Students, Financial Aid and Admissions. A chart of the organizational structure of the Special Programs is shown in Figure 1.

Program Management

Federal and State governments, as well as University regulations, are requiring more accurate and detailed reports of Special Programs components. Since the unifying element in a comprehensive accountability system is the planning, development, and implementation of a management system, a Management by Objectives (MBO) approach has been adopted by the Academic Foundations Department and Special Programs at Livingston College.

Management by Objectives (MBO) is defined as the process of planning, and controlling the activities of the administrative, instructional, and support personnel for

FIGURE 1. ORGANIZATIONAL STRUCTURE OF SPECIAL PROGRAMS AT LIVINGSTON COLLEGE



the purpose of achieving student performance objectives which are based on identified learner needs.

Special Programs uses a Management Information System (MIS) which is consistent with the Management By Objectives (MBO) model. Specifically, the Management Information System (MIS) is designed to serve as a means of collecting, analyzing, and reporting relevant and timely information that is used in decision-making related to needs assessment, management, and evaluation. The system was developed in three phases by Communication Technology Corporation (New Jersey). Phase I was designed to provide a picture of the process in which a student moves from entry into Special Programs to departure. The major focus in this phase was to enable users of the Management Information System (MIS) to identify key points in time at which the collection of appropriate information for decision-making purposes would be required.

Phase I was designed to answer the following basic questions: What are the major activities engaged in by the staff? Who is responsible for carrying out these activities? When are these activities to be carried out? and, How are the activities to be documented? (Operation flow charts in Appendix II provide a graphic representation of the major activities engaged in by the staff.)

Phase II was designed to analyze current and future data sources (e.g., transcripts, counselor records, tests, etc.) and information reporting requirements (e.g., state, university, and department reporting). The major focus during this point was to conceptualize relevant data collection instruments required at the decision-making points identified in Phase I. Phase II was designed to answer the following basic questions: What information should be collected, and where will the information be obtained?

Phase III was designed to develop a plan for the implementation of a Management Information System (MIS). Phase III, therefore, sought to answer the following basic question: How will the data be collected, stored, retrieved, analyzed, and reported? In order to provide for unforeseen changes in operating procedures and forms, initial emphasis was on manual implementation of the Management Information System (MIS). The transition to an automated system is presently being undertaken.

Data Bases

Extensive quantitative and academic variables are stored and updated on a regular basis. Accessible data files are as follows:

Student Data Base: Over 70 variables, including historial and current data on all students, are maintained and updated within this file (Appendix III).

Counseling Accountability Sub-System: The amount of time spent by counselors with each student, the type of counseling administered, and the date of the session are recorded in this file.

Learning Center Accountability Sub-System: The amount of time spent by tutors with each student as well as the subject area and specific topic for which a student sought assistance are recorded in this file. The file, which is updated as necessary, contains information collected from all of the skills laboratories operated by the Learning Center (Reading, Writing, and Mathematics laboratories, as well as Subject Area tutoring).

The data files listed above are used to generate monthly and annual reports which include:

Student Listing by Alphabet: Alphabetically lists each Special Programs student and supplies basic information such as student number, sex, ethnicity, etc.

Racial/Ethnic Renewal Summary: Lists the grant renewal status of students according to racial/ethnic background.

Attrition Summary: Lists and tallies grant renewal status and reasons for student withdrawals.

Counselor Caseload by Alphabet: Alphabetically lists each counselor's student caseload and supplies student number, social security number, ethnicity, sex, renewal and withdrawal status, SAT verbal and mathematics scores, and other basic student information.

Monthly/Annual Counseling Composite Activity Report: Tabulates the amount of time spent in various types of counseling and related activities for the total counseling staff.

Monthly/Annual Counselor Activity Report: Tabulates the amount of time spent in various types of counseling and related activities for each counselor.

Monthly/Annual Number of Students Per Counselor: Lists the number of students seen by each counselor according to counselor activity categorty (e.g., academic, financial aid, career, or personal counseling).

Monthly and annual reports similar to those listed above for Counseling Services are in the process of being developed for the Learning Center.

The transfer from manual to a more automated system has been delayed for two reasons: (1) it is more difficult to develop a file which includes the range of tutorial needs related to the various subject areas, and (2) a desire to avoid problems similar to those "inevitable" unforeseen occurrences which surfaced during the development of the Counseling Services sub-system.

Although monthly and annual reports are generated to meet specific reporting requirements, the data bases provide a source of readily accessible data for any reporting purposes. The automated system is expected to be completed by 1981.

Recruitment and Admissions to Special Programs

Recruitment

The Office of Undergraduate Admissions at Rutgers University is responsible for outreach and recruitment of potential Special Programs (SP) students. Although that office has not in the past specifically provided information about special University programs for minorities and persons from lower socio-economic backgrounds, recruitment plans include a variety of outreach components.

The most ambitious of these components is the employment of 20 undergraduate students, one day per week, to act as student recruiters. These students are responsible for conducting campus tours, visiting high schools, following up on candidates, and attempting to present the University's image in an attractive way for high school students.

A second proposed recruitment activity is the "Minority Scholars Weekend," during which over 300 academically strong minority students will participate in a special weekend program at the New Brunswick, Camden and Newark campuses. Thirteen scholarship winners will be selected from these candidates; a total of $198,000 will be allocated in scholarships over four years for the winners.

The office also plans to emphasize recruitment of Hispanics and Puerto Rican students by holding special fall and spring conferences at the University campuses. These conferences will be similar to the "Minority Recruitment Day" conferences held each year at the college. Potential Spanish speaking and minority students, who have been identified by high school guidance counselors as demonstrating high achievement, are invited to spend a day on campus. They tour facilities, attend classes, learn about academic and extracurricular programs, and obtain personal views of campus social life.

Transfer students from the state's two year colleges are also given special attention, primarily in the form of academic counseling. Emphasis is placed on requirements for different majors, career counseling and information about student life, in addition to general counseling about academic pursuits.

These recruitment components, as well as several other less extensive activities (such as high school visits, out-of-state minority recruitment, and a community leaders' advisory board), have been designed to increase the pool of applicants to the University. This goal is closely related to the goals of the Educational Opportunity Fund program and Special Services for Disadvantaged Students. Federal priorities of these programs focus on providing a college opportunity for minority and low socio-economic students who would otherwise not attend college.

*Application, Admissions, Enrollments**

The University's recruiting effort should reverse the trend toward declining admissions and enrollments in Livingston College's Special Programs (SP) which fluctuated from 817 to 773 to 864 in these years. The percentage of admitted applicants decreased from 72% to 61% to 59%. Finally, the percentage of admitted students who actually enrolled decreased from 47% to 32% to 30%. Those who were initially eligible and who were ultimately admitted and enrolled decreased from 34% enrolled eligible to 20% to 18% (see Table 10).

This decline in numbers and percentages of enrolled students may be blamed in part on the decrease in available financial aid. (The reader will see in the next section the average aid award in 1978-79 was $3,000 per student, but in 1979-80 is only $1,700 per student.)

Clearly, the number of eligible applicants to the program has not decreased, although the percentage of applicants admitted has decreased substantially. The causes for these decreases could include such phenomena as decreased financial aid, new opportunities for students elsewhere, a more selective admissions process, or a general disinterest in Special Programs (SP). A more in-depth analysis of these trends must be pursued before the specific causes may be determined.

* A detailed account of the admissions process may be found in Appendix IV.

TABLE 10. APPLICATION, ADMISSIONS, AND ENROLLMENT PATTERNS OF ELIGIBLE SPECIAL PROGRAMS CANDIDATES, 1977, 1978, 1979

Applicant Status	Eligible			Admitted			Enrolled		
	1977	1978	1979	1977	1978	1979	1977	1978	1979
Confirmed Applicants:									
1. Special Programs	423	376	410	370	313	330	161	106	119
2. Transfers	76	64	54	63	51	32	48	25	17
3. Eligible High Achievers	33	29	21	33	28	21	27	15	-
4. R = Eligible	-	-	52	-	-	24	-	-	4
Sub-total	532	469	537	466	392	407	236	146	140
Potential Applicants:									
1. Potential Special Programs	223	244	279	91	73	91	26	4	12
2. Potential Transfers	62	60	48	32	11	12	16	1	3
Sub-total	285	304	327	123	84	103	42	5	15
TOTAL APPLICANTS	817	773	864	589	476	510	278	151	155
% Admitted/Eligible	-	-	-	72.1%	61.2%	59.0%			
% Enrolled/Admitted	-	-	-	-	-	-	47.2%	31.7%	30.4%
% Enrolled/Eligible	-	-	-	-	-	-	34.0%	19.5%	17.9%

*Does not include any applicants who were determined ineligible.

Student Financial Aid

Information is available for financial aid awards granted to 480 of the 498 Special Programs (SP) students enrolled in 1978-79. These students received a total of $1,459 million in student assistance, including $210,065 in National Direct Student Loans (NSDL) and $43,000 in College Work-Study Programs (CWSP). The remaining $1.2 million was direct grant aid allocated through two Federal programs, two New Jersey State programs and some scholarship awards. On average, Special Programs (SP) students received $3,000 in financial assistance in 1978-79.

The breakdown of these awards is shown in Table 11. For each category of award, the average amount of the grant per Special Programs (SP) student is shown. This figure is calculated for comparison purposes only, since every student did not receive every type of grant.

Table 11 also lists student financial aid awards for 1979-80, which totalled $1,571,351. A comparison of both absolute dollars awarded and average award per student for each type of grant shows a slight increase in financial aid in 1979-80. Although the total number of students decreased by 2.1%, the total in absolute dollars increased by 7.7% and the average award per student (in all programs) increased by 10.0%.

The greatest decreases in aid were in the Supplementary Educational Opportunity Grant and the College Work-Study Programs. These two programs have traditionally been "add-on" programs for students in severe financial need. The sharp decrease in funds awarded through these programs may have impaired the ability of very low income students to attend college.

Grants Awarded

The first program listed in Table 11 is the Educational Opportunity Fund (EOF), which is a New Jersey State Aid program. The EOF grant is awarded on the basis of five specific criteria. The student must be a New Jersey resident, enrolled on a full-time basis, whose total family income is less than $12,000 per year, and whose expected family contribution is less than $625. The student must have little chance of being admitted to a regular college program. Awards range from $200 to $1,300 per student, depending on the family income and contribution. The average EOF award was $463 in 1978-79, and $556 in 1979-80.

Table 12 shows the amount of EOF grants awarded to students in each year of college. For example, in 1978-79, 155 students received EOF awards for the first time. (These numbers vary slightly from "renewal status" numbers given in Table 6, which are based on actual enrollments. Figures in Table 12 are based on year the EOF grant was awarded.)

The New Jersey Tuition Assistance Grant is available to all New Jersey residents on the basis of family income and contribution. The award range is $200 to $1,000 per year; Special Programs (SP) students received an average TAG grant of $691 in 1978-79, and $786 in 1979-80.

The total amount of New Jersey monies awarded to Livingston College Special Programs (SP) students was $553,694 in 1978-79, and $630,961 in 1979-80. This amounts to 38% and 40% of all financial aid to Special Programs (SP) students in 1978 and 1979, respectively.

TABLE 11. STATE AND FEDERAL FINANCIAL AID TO SPECIAL PROGRAMS STUDENTS, 1978-79 AND 1979-80

Grant Program	1978-79 (N = 480) Total Awarded	Average Award	% of Total	1979-80 (N = 422) Total Awarded	Average Award	% of Total
N. J. Educational Opportunity Fund	$ 222,199	$ 463	15.2	$ 261,422	$ 556	16.6
N. J. Tuition Assistance Grants	331,495	691	22.7	369,519	786	23.5
Basic Educational Opportunity Grant	618,647	1,289	42.4	684;692	1,456	43.6
Supplementary Educational Opportunity Grant	27,050	-	1.9	25,785	55	1.6
National Direct Student Loan	210,065	438	14.4	203,525	433	13.0
College Work-Study Program	42,885	89	2.9	24,275	52	1.6
Miscellaneous Scholarships	6,387	-	0.4	2,133	5	0.1
Total Aid	$1,458,728	$3,039	99.9	$1,571,351	$3,343	100.0

TABLE 12. EDUCATIONAL OPPORTUNITY FUND GRANTS TO STUDENTS BY YEAR OF AWARD, 1978-79

Year of Award	# Students	Total Awarded	Average Award
First year	155	$ 71,565	$462
Second year	183	84,544	462
Third year	51	23,124	453
Fourth year	49	23,450	479
Fifth year	34	14,726	433
Sixth year	8	4,790	599
Total	480	$222,190	$463

The Basic Educational Opportunity Grant (BEOG) and Supplemental Educational Opportunity Grant (SEOG) programs are administered by the Federal government. The BEOG may be awarded to students enrolled in college at least half-time. The amount of the award, which ranges from $200 to $1,600, is based on a determination of financial eligibility and cost of attendance at the student's college. Livingston College Special Programs (SP) students received $618,647 in BEOG awards in 1978-79; the average award was $1,289. They received $684,692 in 1979-80; the average award was $1,456.

The SEOG is a special grant program for college students with exceptional financial need, who would probably not continue in college without the additional aid. The student's college is required to match this grant award, which can be from $200 to $1,500. Livingston College Special Programs (SP) students received $27,050 in SEOG grants in 1978-79, and $25,785 in 1979-80.

The total amount of BEOG and SEOG aid granted to Livingston College Special Programs (SP) students in 1978-79 was $645,697, or 44.3% of all grant awards. In 1979-80, the total was $710,477 (45.2%). When NDSL loans and CWSP wages are included in the total aid granted by the Federal government to 480 students in 1978-79, the total comprises 62% of all financial aid. In 1979-80, Federal grants amounted to 59.7% of all financial aid to 470 Special Programs(SP) students.

Part II
Descriptions of Special Program Components

The Summer Program Component

The purpose of the Summer Program is to orient students to various academic and personal/social demands encountered in college life. Nontraditional, underachieving students need special attention and services if they are to succeed at college. The Summer Program is one means of focusing attention and services on students in a captive environment. Program staff want the students to become aware that there is a range of academic and counseling services students need, that Special Programs staff can provide the required services, and that it is in the students' best interest to take full advantage of the professional staff and available supportive services.

All entering EOF freshmen are required to attend the Summer Program, but only about half usually attend. This is due to the fact that not all of the EOF freshman class is admitted and "clear-EOF" by early June, and to the fact that some students request to be exempted from the requirement. Some of the requests come from students who were admitted as "EOF high achievers"; they usually do not wish to attend the Summer Program because they feel they do not need the additional academic preparation offered by the Summer Program. However, the majority of requests come from students who have pressing financial problems and who, thus, need to work during the summer.

The program is in session for six weeks from late June to early August. Students live in college dormitories and are supervised by live-in resident counselors. For many, it is their first experience in group living. For nearly all of them, however, it is the first time they have been forced to confront their academic and personal problems in a supportive educational setting.

The Summer Program consists of an academic and a counseling component. Each component has specific goals, objectives, and activities, but the components are designed as mutually supportive parts of a coordinated whole.

Summer Academic Services

Summer Academic Goals

1. To provide limited basic skills instruction and to teach appropriate study skills to Special Programs entering freshmen.

2. To orient students to college academic life and campus academic resources.

3. To foster students' awareness of the need to develop their academic skills.

4. To encourage students to accept and become willing partners in the helping relationship

5. To obtain diagnostic information.

6. To acquaint students with the student life aspects of Livingston College (Livingston College dean of students)

Summer Academic Staff

The academic component is administered by an assistant director, who reports to the Director of Special Programs. The assistant director is responsible for planning, implementing, and supervising all instructional and other related academic activities.

During the 1979 Summer Program there were 38 staff, including the assistant director, in the academic component. There were 12 instructors, 16 tutors, 9 resident counselors, and 1 extracurricular counselor. Each instructor was assigned a tutor to assist in the classroom and work with students outside of class.

Summer Academic Structure

Students are offered the choice of registering for one of three subject areas. The subject area courses offered are: (1) Social Sciences, (2) Physical and Natural Sciences, and (3) Business and Economics. The courses meet for three hours a week.

In addition, they are required to take three academic skills courses during the summer. The academic skills courses offered are: (1) Reading Workshop, (2) Writing Workshop, and (3) Mathematics Workshop. English as a Second Language (ESL) students are scheduled into a special ESL Writing Workshop in lieu of the regular writing course. The academic skills workshops meet for four hours per week.

Students are also required to attend evening sessions, called "Team Nights," one night per week. The 12 instructors are divided into three four-member teams consisting of a reading, writing, mathematics, and subject area teacher. Team instructors have the same group of students assigned to their classes. Team instructors meet weekly to plan and review Team Night activities, share student information and materials, and discuss ways they can refine the content of their respective courses to achieve greater complementarity and cohesiveness in topics and assignments. The team approach results in a richer and more accurate student diagnostic profile and Summer remedial plan.

Course Descriptions

Social Sciences: This course introduces students to the fundamental concepts of psychology and sociology and provides instruction in the types of study skills required in social science courses. Students are given instruction in taking lecture notes, developing notes from a textbook, synthesizing information from various sources for use in preparing papers, and using various methods for learning social science terminology. Instruction is also provided in how to interpret graphic materials and use library resources.

Physical and Natural Sciences: This course emphasizes skills over content. Students are given examples of the types and levels of study skills required in scientific and technical courses, followed by instruction and review. Students

are exposed to journals and technical writing as well as the specialized terminology of the natural and physical sciences. Note-taking and the use of graphic aids are given considerable attention. Laboratory techniques and scientific method are reviewed and students spend time at the Science and Medicine Library learning how to use scientific reference materials.

Business and Economics: This course is designed to introduce students to the fundamental concepts, terminology, and study skills required in economics. Students are instructed in the concepts of scarcity and choice, supply and demand, money and credit, inflation, and fiscal policy. Considerable time is spent on interpreting graphs and charts.

Reading Workshop: The emphasis in this course is on developing college level vocabulary skills and strengthening comprehension. Students are given instruction in word attack skills, use of context clues, dictionary skills, and building a college level vocabulary. Students are also taught how to determine the structure and meaning (author's intent) of a reading passage, how to make inferences, and how to do a comparative analysis. Students also learn how to preview, outline, and take notes from different types of readings. Some attention is also given to identifying the reinforcing efficient reading habits.

Writing Workshop: Students are introduced to four patterns of college essays. Students are given instruction in organizing and presenting ideas, agreement, verb usage, word order, sentence structure, and punctuation. Students are required to write numerous compositions. Students are taught how to prepare research papers. A unit on library and reference skills, which utilizes the Kilmer and Alexander Libraries, is given a high priority.

Mathematics Workshop: The purpose of this course is to review basic computation, algebra, and geometry. Students are also given instruction in solving word problems and the language of mathematics. The relationship between symbols and concepts is emphasized. Considerable time is devoted to teaching students the appropriate mathematics study skills.

ESL/Writing Workshop: One purpose of this course is to provide instruction in writing skills for students for whom English is a second language. The second purpose of this course is to review vocabulary, syntax, word choice, and English grammar used in oral expression. ESL students are taught how to improve their standard English speech patterns when making oral presentations. Students are regularly assigned essays, compositions, and oral exercises.

Each student receives a total of 80 hours of classroom instruction during the six weeks the Summer Program is in session. Team Night instruction and tutorial sessions account for approximately 25 to 30 additional contact hours.

The Summer Learning Center

A Learning Center is operated by the professional staff and tutors during the summer session. The Center is set up in the dormitory which houses students and staff, and is open in the afternoons and from 7 to 9 p.m., Monday through Thursday. Learning Center tutors also work with students on weekends, but by appointment, since not all students spend the weekends on campus.

All students are encouraged to use the Center and the professional staff strives to make contact and orient students to the availability of the Center as a resource. The staff feels that if students are exposed to the Learning Center concept in the summer, they will be more willing to make a personal commitment to utilizing the resources and staff at the Academic Services Learning Center during the school year.

The Summer Learning Center is actually a smaller version of the Academic Services Learning Center. Folders are maintained for each student, books are put on reserve for selected courses, and materials used for individualized tutoring are kept on hand.

Final Student Evaluations

Students are given mastery tests weekly and final examinations during the last week of the Summer Program in the Social Sciences, Physical and Natural Sciences, and Business and Economics courses. Test grades and performance on class assignments are used as the basis for the course grade and student evaluation. Mastery tests and a final examination are also administered in the four skills courses. Test results, classroom performance, and homework grades are used to determine final grades and the specific recommendations for continued skills development which are made by the professional staff.

Summer Counseling Services

All entering Special Programs students share a high degree of anxiety about college. They are aware of the fact that they have been undereducated and ill-prepared, although they might not readily admit it. They also know that a formidable array of social and academic obstacles stands between them and their primary objective, which is graduation from college. The prospect of entering the new and challenging college environment provokes considerable anxiety in regular students who are better prepared and generally better disciplined for academic study than nontraditional students, but the level of anxiety created in traditional students is much higher and, potentially, more damaging.

Nontraditional students cope with high anxiety levels in a number of ways. Some acknowledge the disturbing feelings, discuss them openly, and are able to use the counseling relationship to reduce tension. Others deny having any feelings of anxiety, adopt a manner that is outwardly calm or carefree, and make it difficult for counselors to engage them in helping relationships.

It is imperative that entering Special Programs students begin receiving counseling services as early as possible. In order for this to occur the counseling staff must secure the commitment and cooperation of the students as willing partners in the helping relationship. Ideally, the broad initial goal is to get students to accept counseling as a group of viable and legitimate, stigma-free services that differ markedly from the limited contacts and scope that are representative of secondary school counseling services.

Summer Counseling Staff

Summer counseling activities are planned, implemented and supervised by the supervising counselor. Summer counseling activities, excluding career exploration and awareness workshops, are conducted by the regular Special Programs counseling staff.

Once students are committed to attending the Summer Program, they are assigned to specific staff by the supervising counselor. Counselor/student contacts begin as soon as caseload assignments are made. Most early contacts are made over the telephone, but students who live within a reasonable distance of the college are asked to come to the Special Programs offices. The intent is to get the student accustomed to making office visits and honoring formal appointments, because a large measure of students' immediate and long-range success, both in college and in later life, will depend on how students handle tasks and requirements, deadlines, and formal interaction.

Goals and Objectives of Counseling

The purpose of the Summer Counseling component is to introduce students to the counseling process, prepare them for the academic year counseling relationship, and provide specific short-term counseling services. The performance goals for students and the process goals for staff are the same for both the summer and academic year component. The process objectives, however, are different for the respective components.

Performance Goals

1. To improve study habits and attitudes.
2. To improve self-understanding and personal functioning.
3. To increase the acceptance of helping relationships.

Process Goals

1. To provide effective counseling services.
2. To administer and supervise the provision of effective counseling services.
3. To evaluate the effectiveness of counseling services and make necessary changes.

Process Objectives

1. During the summer, counselors will encourage students to accept and utilize staff support through helping relationships.
2. During the summer, the counselors will provide assertiveness training and instruction in relaxation techniques.
3. During the summer, the counselors will provide instruction and advice to enable students to improve their personal functioning and self-concept.
4. During the summer, counselors will provide career exploration and awareness services.

Class records, program logs, and final summer reports are used to document services.

Activities with Students

Counselors work with students in four major areas: (1) accepting helping relationships, (2) relaxation and assertiveness training, (3) personal functioning and self-development, and (4) career exploration and awareness.

Counseling activities that encourage students to accept and utilize helping relationships are seldom conducted in formal groups, workshops, or individual sessions; they are a part of every instance of counselor/student interaction. Counselors meet with students to discuss why counseling services are offered, the specific services that could benefit particular students, and the type of working agreement both parties must accept if the relationship is to be productive. Beyond this, getting the student to accept the helping relationship is a question of getting the student to accept the counselor as a concerned and competent professional. Concern and competence must be demonstrated rather than verbalized, so counselor behavior is extremely important. Counselors use other, more formal activities such as relaxation, academic year course scheduling, and training to illustrate the value of helping relationships. Actions, rather than words, speak the loudest.

Counselors instruct students in relaxation exercises which, when used properly, can reduce a considerable amount of tension and anxiety. Students are also given assertiveness training which encourages them to take the major responsibility for directing and controlling their lives and futures. Students are taught the difference between aggression, which is a negative and hostile social behavior, and assertiveness, which is positive, goal-directed and socially acceptable.

Career exploration and awareness sessions are scheduled at regular intervals. Students are instructed in the decision-making processes involved in choosing a career, exploring career interests, discussing career expectations, and meeting educational and personal requirements of various occupational clusters. Students are also given instruction in setting career goals and developing short- and long-range action plans.

The career exploration and awareness services are conducted by the Career Development and Placement Services office, the University's career counseling center. Career Development and Placement Services staff conduct weekly two hour group sessions throughout the six week Summer Program. Special Programs counselors conduct small group follow-up sessions each week to expand on topics discussed and allow for more student questions and discussions.

Counselors meet frequently with individual students and often use mealtimes and free time to work with students in what may appear to be an informal nonprofessional setting. In actuality, any and every setting where students and staff interact is a professional setting. Every instance of a student/staff contact is a professional encounter because the counselor always has some specific objective in mind.

Most summer counseling activities are conducted in large and small groups. As many as 30 formal small and large group sessions are held during the six weeks the Summer Program is in operation. Some brief descriptions of selected group sessions are listed below.

Session	Group Type	General Purpose	Group Activity
1	Large	General orientation to the counseling staff and counseling services. Pre-testing on selected instruments.	Introduce counseling staff and describe services. Discuss rationale for services and answer questions. Administer Tennessee Self-Concept Scale, Survey of Study Habits and Attitudes, Strong Vocational Interest Blank

Session	Group Type	General Purpose	Group Activity
10	Large	To help students explore career opportunities in the social services. To inform students about the educational and personal requirements of various social services careers.	Panel presentation. "Career Opportunities in Social Services: Pastoral Counseling and Church Work, Education and Social Services, Community Social Agencies."
16	Large	Continued discussion of effective study habits and attitudes. Exercises in scheduling and managing time. Continuation of relaxation exercises.	Lecture, discussion, and exercises. Assigned counselors teach specific units.

Counselors Evaluations

At the end of the summer component, counselors write a brief, narrative report on each student in their caseload. The reports include (1) a description of the student's attitude and behavior in group and individual counseling sessions, (2) a profile of the student's strengths and weaknesses, (3) a description of the areas where psychological growth was evident or counseling problems were encountered, (4) the student's career plans, and (5) recommendations for the academic year.

The Daily Schedule (1979)

The following schedule illustrates an average day in the Summer component.

7:30 - 8:30	Breakfast
8:45 - 9:35	Writing
9:40 - 10:55	Small group, large group or career counseling
11:00 - 11:55	Reading
12:00 - 1:00	Lunch
1:05 - 2:05	Test-taking seminar, study session, staff office hours (individual consultations)
2:10 - 3:10	Subject area courses (Social Sciences, Physical and Natural Sciences, Business and Economics)
3:15 - 4:15	Mathematics
5:30 - 6:30	Dinner
7:00 - 10:00	Individual study and tutorials, Team Night or scheduled cultural activities.

Summer Services for Renewal Students

A number of Special Programs (SP) renewal students take advantage of the opportunity to enroll in the University's regular Summer Session courses in order to make up deficiencies or accelerate graduation from the College. During the summer of 1979, 122 Special Programs (SP) students enrolled in courses. Over two thirds of the students (82) received summer stipends, and the remaining one third (40) did not.

Table 19 (Appendix VI) shows the number of courses taken and credits earned in the 1979 Summer Session by the 122 Special Programs (SP) students. The data have been grouped by stipend status, i.e., stipend-receiving students and nonstipend students.

It is interesting to note that the percentage of credit hours attained, i.e., credit hours for which a student received a course grade of 1, 2, or 3, is remarkably similar for both groups. The stipend-receiving group attained 56.7% of the credit hours attempted, the nonstipend group attained 55.7% of the credit hours attempted. For both groups the largest percentage of unattained credit hours attempted were in the no-credit category.

Academic Year Components

Instructional Services Programs

Most Special Programs (SP) students enter college with one or more academic skills deficiency. Academic skills instruction is one of the many services they require if they are to become successful college students. No component of Special Programs (SP), and Instructional Services is no exception, presumes to be able to wipe away years of poor quality education, lost opportunities, and disadvantaged living. But quality services, especially instructional services, can make a difference if they are accessible at a critical point and in sufficient quantity.

Special Programs (SP) students receive instructional services through a series of reading, writing, and mathematics courses offered in the Department of Academic Foundations, the instructional component of Special Programs (SP).

> "The Department of Academic Foundations provides developmental educational courses to all students of Livingston College. These courses enable students to acquire those skills necessary for the successful completion of upper level college courses. The department offers a series of courses in reading (including study skills), writing, and mathematics. Class size is limited so that the benefits of individualized and small group learning can be maximized" (Livingston College Catalog, 1978-79).

Developmental Courses

Special Programs (SP) students are, initially, assigned to developmental courses as a result of their grades on placement tests. Later course assignments are based on completion of the preceding course in the sequence. Students can complete the reading and writing sequence (two courses each) in two semesters. The total mathematics

sequence (four courses) takes at least four semesters to complete. The courses that comprise the Instructional Services component are listed below.

02:003:185. Analytical and Critical Reading. (4)

Intended to enable students to develop and practice reading and study skills which will aid them in meeting the demands of upper level college courses. Emphasis on literal comprehension, vocabulary skills, organization and retention of material read, dictionary use, and examination preparation and performance. Introduction to the library and reference materials.

02:003:135. Effective Writing. (4)

A one-semester course for students whose academic backgrounds have not sufficiently prepared them for the demands of college writing. Attention will be given to developing the various stages of the writing process from exploring thoughts and ideas on paper, through writing journal entries and drafts, to producing a final essay which is relatively error-free and clear and convincing to the reader.

02:003:118. Fundamental Concepts in Modern Mathematics. (4)

An introduction to the basic concepts underlying mathematical operations. Includes operations on signed numbers, evaluation of algebraic expressions, operations on polynomials, solution of linear equations and inequalities, factoring, graphing, and solution of quadratic equations. Primarily for students who have not yet completed two years of algebra in high school.

02:003:119. Introduction to Applied Mathematics. (4)

A continuation of 02:003:118. Solution to linear equations and inequalities, solution of linear systems, products and factoring, radicals, quadratic functions.

02:003:120. Introduction to Applied Mathematics (for Social or Behavioral Science Majors). (4)

A continuation of 02:003:119. Designed to prepare students for either 02:003:124 or statistics. Matrices and determinants, exponential and logarithmic equations and functions, use of logarithmic tables, trigonometric functions and identities, probability and combinations.

02:003:124. Introductory Applied Mathematics: Pre-Calculus. (4)

A continuation of 02:003:120. Topics covered are analytical geometry, complex numbers, sequences and series, limits, intuitive differentiation. These topics are presented with emphasis on algebraic principles.

There is a strong link between the Instructional Services component, which provides developmental educational courses, and the Academic Services component, which provides academic skills laboratory experiences and tutorial assistance. The staff of both components meets regularly to plan and coordinate their respective activities in order to offer students a comprehension and integrated system of services.

Academic Support Services

The Academic Support Services component, the Learning Center, is responsible for providing academic supportive services to Special Programs (SP) students. Three academic skills laboratories, writing, reading, and mathematics, form the Learning Center and are the means through which all academic support services are offered to students. The Learning Center is also responsible for providing subject area tutors for Special Programs students who need assistance with specific courses.

The Learning Center

The purpose of the Learning Center is to provide supportive academic services for Special Programs students. Two of the broad goals of Special Programs (SP) seek to develop intellectual capacity and develop academic skills. The specific goals and objectives of the Learning Center, which reinforce and interface with these broad program goals, are listed below. The performance goals and objectives apply to students, the process goals and objectives apply to staff.

Performance Goals

1. To improve academic skills in reading, writing, and mathematics.
2. To pass academically demanding courses with the assistance of content area tutoring.

Process Goals

1. To provide tutorial and supportive services in academic skills.
2. To administer and supervise the provision of supportive services in academic skills.
3. To evaluate the effectiveness of supportive services in academic skills and make the necessary changes.

Performance Objectives

1. By the end of each academic semester, students receiving Learning Center services in reading will demonstrate an improvement in reading performance by showing a 20% raw score gain between pre- and post-administrations of the McGraw-Hill Basic Skills System Reading Test.
2. By the end of each academic semester, students receiving Learning Center services in writing will demonstrate an improvement in writing performance by showing a 20% raw score gain between pre- and post-administrations of the McGraw-Hill Basic System Writing Test.
3. By the end of each academic semester, ESL students receiving Learning Center services in writing will demonstrate an improvement in writing performance by showing a 20% raw score gain between pre- and post-administration of the ESL Michigan Language Proficiency Test.
4. By the end of each academic semester, students receiving Learning Center services in writing will demonstrate an improvement in writing performance by showing a 20% raw score gain between pre- and post-administrations of the Rating Instrument for Evaluation of Student Compositions.
5. By the end of each academic semester, students receiving Learning Center services in mathematics will demonstrate an improvement in mathematics performance by showing a 20% raw score gain between pre- and post administrations of the California Test of Basic Skills-Mathematics Subtest.

Process Objectives

1. During the year the Reading Center staff will provide tutorial services in reading as documented by the Learning Center Student Record Form.
2. During the year the Writing Center staff will provide tutorial services in writing as documented by the Learning Center Student Record Form.
3. During the year the Mathematics and Discipline (Specific Subject) area staff will provide tutorial services in mathematics and specific subjects as documented by the Learning Center Student Record Form.
4. During the year all Learning Center staff will plan and implement Learning Center administrative activities as documented by the Learning Center Administrative Log.

Learning Center Administrative Structure

The Learning Center is administered by an assistant director and has a full-time staff of three coordinators, who administer the reading, writing, mathematics laboratories, and subject area tutoring. Additional staff include three teaching assistants, an instructor, graduate student tutors, and undergraduate tutors. The total staff, excluding the assistant director, consists of approximately 25 professional and part-time personnel. (The number of subject area tutors varies from one semester to the next, according to student needs and tutor availability.)

The assistant director of the Learning Center reports directly to the director of Special Programs, and is a member of the administrative team. The assistant director is responsible for the overall administration of the Learning Center. The duties of the position include planning, monitoring, and evaluating all Learning Center activities, hiring, supervising and evaluating personnel, and writing reports and proposals.

The assistant director delegates considerable authority to each of the laboratory coordinators; the intent here is to be an effective administrator, to manage rather than dominate line staff. The assistant director is responsible for planning and conducting the general orientation for new tutors and, on occasion, teaches one of the mini-courses offered at the Learning Center. The assistant director also plans, schedules, and conducts regular meetings with the three laboratory coordinators, participates in meetings of the administrative team, performs liaison functions with faculty in the Instructional Services component of Special Programs, and reviews and approves all requests for books and other materials.

Learning Center Tutors

Each laboratory coordinator recruits, interviews, and selects prospective tutors who are recommended to the assistant director for hiring. If the assistant director has reservations about an applicant, they are discussed and resolved with the particular coordinator during a joint review of the applicant's qualifications.

There are a number of requirements tutor applicants must meet before they are considered eligible for employment:

1. The applicant must be at least a sophomore in college.

2. The applicant must have taken the courses for which tutoring services will be available, or courses with nearly identical content, and earned no less than a grade of B.

3. The applicant is required to identify a faculty member who submits a written recommendation to the laboratory coordinator.

4. The applicant is required to provide a transcript of his academic record.

5. The applicant must earn a high rating in the formal interview with the laboratory coordinator.

The interview is the most important part of the recruitment and selection process. The purpose of the interview is to determine whether or not the applicant possesses personal characteristics and qualities desirable for effective student-tutor interaction. One of the job requirements for Special Programs tutors is above average verbal ability, therefore, the interview process is used to determine the applicant's verbal strengths. Tutors also must have above average rapport with others, and the best means of gauging this is through staff-applicant interaction during the interview.

The staff also uses role playing techniques to assess the skills of tutor-applicants. A series of "what would you do if..." situations are posed to the applicant, who is asked to treat the interviewer as a student requiring tutorial assistance. Finally, each laboratory coordinator presents specific job related tasks that applicants are requested to perform during the interview.

The Writing Laboratory

The purpose of the Writing Laboratory is to offer an array of supportive services which enable students to improve their writing ability. Nontraditional students usually come to college with inadequate or poorly developed writing skills. In most cases, they have done very little writing during four years of high school, and the writing that was done, generally, was of marginal quality. Very few nontraditional students can meet the qualitative standards of college level writing without extensive supportive assistance.

Goals and Objectives of the Writing Laboratory

The broad goal of the Writing Laboratory is to improve students' ability to express ideas in coherent, organized writing that contains appropriate vocabulary, syntax, and grammar. Some of the specific objectives are listed below:

1. To improve students' ability to vary sentence structure and effectively use both simple and complex constructions.

2. To improve students' ability to spell and punctuate correctly.

3. To improve students' ability to understand and use abstract and concrete detail in their writing.

4. To develop students' ability to organize and express ideas effectively.

5. To help students understand, and use, correct Standard English syntax and mechanics.

6. To enable students to acknowledge their writing deficiencies and make a personal commitment to skills improvement.

7. To strengthen students' self-discipline and confidence in their ability to learn to write effectively.

Writing Laboratory Staff

The staff of the Writing Laboratory consists of a coordinator, an instructor, a teaching assistant, and undergraduate tutors. The coordinator is responsible for the overall administration of the laboratory. The coordinator chooses and recommends materials for purchasing, develops remedial plans for students, supervises laboratory staff, conducts training sessions and staff meetings, serves as liaison with faculty, reviews all student folders at least once a semester, reviews or completes necessary paperwork, and writes periodic status reports. The coordinator does very little direct work with students, although he/she does work with an extremely small number of students, actually no more than 10 per semester, who require the most skilled professional assistance.

The primary duties of both the instructor and the teaching assistant are to tutor students. Both are responsible for recording specific statistical information, and supervising the completion of selected paperwork by tutors. The major distinction between the two positions is in relation to experience required and the types of students assigned to each caseload. After the coordinator has selected a 10-student caseload, the instructor is assigned the next most difficult group of students to work with, since that position description requires a greater expertise. The teaching assistant is assigned the most difficult students remaining after the instructor's caseload has been assigned.

Tutors are assigned students, and generally work in tandem with the professional staff. Tutors have no administrative responsibilities beyond the requirement that they complete appropriate attendance logs and progress reports. Tutors are responsible for establishing a healthy and productive relationship with students, and enhancing the students' motivation to grow and learn. Tutors work with students on skills such as punctuation, the mechanics of grammar, correct syntax, and paragraph development, but always under close supervision.

Tutor Orientation and Training

Writing Laboratory tutors participate in the general Academic Services orientation described previously. These sessions are conducted the first week of the fall semester, at the end of the fall semester, and at the beginning of the spring semester. The training that tutors need the most, i.e., specific Writing Laboratory procedures and practices, is provided by the laboratory coordinator.

One of the major tasks of the coordinator is to familiarize tutors with the materials and equipment in the laboratory. Model lessons and simulations are presented to the group and reviewed until each tutor is proficient in their use. Considerable time is spent discussing appropriate tutor techniques and the types of problems and personal learning styles that tutors can expect to be confronted with when they begin working with students. The coordinator also meets with tutors indi-

vidually to answer questions, reinforce specific aspects of their training, and determine each tutor's strengths and weaknesses.

Tutor training does not end when students begin coming to the laboratory; in many respects that is when some of the most intense training begins. This is the point where new tutors learn by observation and by doing. Tutors observe the coordinator, or an experienced tutor, at work with a student on a prescribed task. The learning situation is recapped in a later meeting in which the coordinator points out the relationship between student/tutor interaction and the specific instructional task.

Once the academic year begins, staff meetings are used to reinforce or introduce additional training. Staff meetings are held weekly. Appropriate techniques and methodology, as well as necessary administrative matters, are discussed and the staff is given the opportunity to raise questions and present problems for the group's consideration. The meetings also enable the coordinator to keep abreast of all Writing Laboratory activities and to monitor the staff.

Activities with Students

Students are initially assigned to the Writing Laboratory on the basis of their scores on a diagnostic test. Prior to the introduction of the New Jersey College Basic Skills Placement Test, the McGraw-Hill Basic Skills Test was used to determine which students needed immediate assignment to the laboratory. During the early weeks of the semester other students are selected to enroll in the laboratory by Special Programs faculty and counselors. A third group of students are self-referrals.

Each incoming student is interviewed by the coordinator. The interviews have a dual purpose. First, they are diagnostic; it is important to determine whether the student has some awareness of the nature of his skills' problems, and to learn as much as possible about his particular learning style. Secondly, it is equally important to begin to make the student comfortable with the laboratory site and the personnel.

Next, each student is required to submit a writing sample, which is a composition on a topic he has selected from a group of topics offered by the coordinator. The writing sample is critiqued by the coordinator, or one of the senior staff, and a remedial plan is developed. The student is then assigned to a staff member who reviews the writing sample with the student, points out his writing strengths and areas where improvement is needed, and proposes a remedial plan. The next step is to begin laboratory instruction.

A large proportion of the tutoring in the laboratory is conducted in one-to-one, individualized sessions, but group tutoring is encouraged and scheduled whenever possible. When two or more students need assistance with the same concepts or in the same area, and can be scheduled in the laboratory at the same time, group tutoring is used. The staff worked with English as Second Language (ESL) students in groups last year and plans to continue to do this around selected lessons in 1980-81.

The instructional techniques, or format, used with students vary according to the needs of the individual and the group, the particular materials being used, and the instructional objectives. The sequence of activities during instructional periods generally follows the same pattern. First, the staff member who is instructing the individual or group begins by discussing the exercises and materials being used, the specific writing skill or concept that is being introduced or reinforced, and any other information that students need to know before beginning the work.

When compositions are assigned, the completed work is evaluated by applying a rating instrument developed by the staff. When specific exercises or units are assigned, the completed work is corrected in the laboratory by the senior staff member or assigned tutor, and the student. Some concepts and skills are worked on through a format similar to a regular class. On other occasions, students bring assignments from their writing course to the laboratory, or are advised by the writing course Instructor to work on specific skills or concepts.

There are some sensitive aspects to working on writing course assignments with students. The staff takes great care to insure that the work completed represents the student's thinking and efforts, not the staff's. Enthusiastic and zealous staff can, inadvertently, "do too much for the student," which may help the student get through a specific assignment, but impede the learning and internalizing of the skill or concept. The staff is particularly wary when working with students on compositions or papers, and has developed a technique for insuring that all work completed is the student's own. The staff will present a concept focus on a grammatical rule, or point out a problem, but the student is required to verbalize any and all changes in his work before any revisions are made.

Teachers of Special Programs writing courses occasionally bring their entire classes to the laboratory. The coordinator schedules these special large group sessions when the laboratory has scheduled an activity that many benefit Special Programs students in general, such as developing a topic for a composition or paper. Writing course faculty also identify students who need extensive supportive help or are experiencing difficulty, and make arrangements for them to complete special assignments in the laboratory and receive course credit for their efforts if they make sufficient progress.

The relationship of the laboratory to the Special Programs writing courses is a fine example of mutual cooperation and coordinated activities. In addition to the cooperative work described above, the laboratory assists students who are making up temporary no-credit grades issued by the course instructor.

The staff in the laboratory also assists Special Programs students who are enrolled in regular college courses. Services are offered which help students meet requirements for term papers and writing assignments, and to review and reinforce writing skills pertinent to their course work. The laboratory also serves as a resource for some of the students who need to make up temporary no credit grades in non-Special Programs courses. When a particular course instructor is willing to work cooperatively with laboratory staff, suitable arrangements are worked out.

Writing Problems of Special Programs Students

There are a number of specific writing problems that appear to be common to a significant number of nontraditional students:

1. Students have difficulty establishing the relationship between two or more related ideas or concepts.

2. Students have difficulty organizing information.

3. Students have severe problems making the transition between written and verbal communication (they literally bog down when they are required to translate something they can verbalize rather well, into writing).

4. Students often lack the precise language (vocabulary) to express a specific thought.

5. Students suffer from a severe and pronounced lack of confidence in their ability to write effectively.

6. Students have difficulty focusing and narrowing the scope of their writing.

7. Students tend to have difficulty introducing, developing, supporting, and concluding written work on a specific topic.

8. Students have difficulty with verb/tense agreement, pronoun referrents, prepositions, subject/verb agreement and subordination.

Instructional Materials Used

A wide variety of instructional materials are used in the Writing Laboratory. There are eight categories of materials:

1. Programmed texts for individualized work.

2. Writing skills units prepared by the instructor.

3. Models, and examples, of student writing that illustrate a specific purpose, or intent, skill, or concept.

4. Reference materials related to vocabulary development, grammar, style and usage, and formal report writing.

5. Specific exercises, reprints or laboratory-developed pamphlets and handouts that benefit Special Programs students in general.

6. Tape recorders and cassette lessons and exercises.

7. Assignment lists for Special Programs writing courses and materials related to writing course texts.

8. Materials related to assignments in non-Special Programs writing courses, e.g., study notes, commercial guides for classic or frequently used works in literature.

The Reading Laboratory

The purpose of the Reading Laboratory is to provide supportive services which enable students to improve their reading ability. The average Special Programs student has one or more reading problems and, within the group, the severity of problems varies from mild to severe. In general, the nontraditional student has been able to get through high school without being required to read much or to deal with difficult academic material. The average student has also done very little personal or out-of-school reading, and is ill-prepared for both the quantity of reading and the difficulty of the materials used in college courses. For these students, supportive services are a necessity.

Goals and Objectives of the Reading Laboratory

The broad goal of the Reading Laboratory is to improve students' ability to understand, analyze, integrate, and utilize written language and thereby assist them in their efforts to master college level reading materials. Some of the specific objectives of the laboratory are:

1. To improve students' word knowledge.
2. To improve students' word attack skills.
3. To improve students' reading comprehension.
4. To improve students' ability to read analytically and critically.
5. To strengthen students' study skills and habits.
6. To improve other reading related skills, e.g., spelling.
7. To encourage students to enjoy reading and to read more, at their leisure.

Reading Laboratory Staff

There were staff members in the Reading Laboratory during the 1978-79 academic year, but the coordinator was the only one employed on a full-time basis. Two part-time instructors, from Special Programs reading courses, worked a combined total of 10 hours per week in the laboratory. One graduate tutor worked approximately seven hours per week and each of five undergraduate tutors worked fifteen hours a week, during the year.

The Reading Laboratory is administered by the coordinator whose duties include: interviewing and recommending applicants for employment in the laboratory, supervising laboratory staff, conducting training sessions and staff meetings, developing remedial plans for students, reviewing student folders and recommending materials for purchasing. The coordinator also reviews or prepares paper work and periodic administrative reports and performs numerous liaison functions.

Whenever possible, the coordinator attends meetings of the Special Programs reading staff and is thereby able to keep informed of the instructors' objectives, supportive services needs, and problems. The coordinator's liaison activities foster good rapport and the development of a "team" spirit between instructors and laboratory staff. The frequent contacts with instructors also enable the coordinator to make the best possible use of the small laboratory staff when staff works with students enrolled in Special Programs courses.

The coordinator works with students, but the assigned caseload is limited to less than a dozen students who have the most severe skills problems. The instructors work with the majority of the most severely deficient students. The instructors, with the exception of the coordinator, are the only trained professionals on staff, and while all students who enroll at the laboratory could benefit from the instructors' expertise, their time is scheduled for students who have the greatest needs. Graduate tutors are assigned students whose problems are not as severe as those in the instructors' caseloads. The remaining students are assigned to undergraduate tutors.

Tutor Orientation and Training

Reading Laboratory tutors participate in the general Academic Services orientation along with tutors from the other laboratories, but the coordinator has the major responsibility for training effective tutors. A considerable amount of the coordinator's time is devoted to training tutors prior to the influx of students into the laboratory.

The orientation to the Reading Laboratory and early training sessions are directed at the following areas:

1. Laboratory policies and procedures are explained and discussed in detail. Staff is instructed in the use of all forms and checklists. Instruction and illustrations of reports and evaluations staff will be required to complete are provided.

2. Diagnostic testing is given considerable attention. Staff is instructed in the proper techniques for administering, scoring, and interpreting hand scored instruments used in the laboratory.

3. Staff is provided guidelines and instruction in the use of textbooks, workbooks, kits, and skill-building units that are used for tutoring.

4. Staff is instructed in the purpose, mechanical details, and operation of the equipment in the laboratory.

5. Laboratory staff reviews sample student folders and is sensitized to the relationship between diagnosis, the remedial plan, and the appropriate tutoring techniques and materials.

The most intense staff development activities in the laboratory start after the students begin receiving services. Staff meetings are used to provide additional training to tutors. Staff meetings are conducted weekly and usually run for one or two hours. A typical agenda follows:

1. Laboratory policies and procedures such as record-keeping, report-writing, completing and checking student assignment forms, are reviewed and discussed in order to facilitate the administrative process.

2. Laboratory staff presents and discusses comments and feedback on the laboratory that have been passed on to them by students, faculty, or other administrative staff.

3. Specific teaching techniques are discussed and demonstrated. A particular skill problem is scheduled for presentation by the coordinator who illustrates the correct use of materials and equipment, and demonstrates appropriate staff behavior with students.

4. Staff is given the opportunity to raise questions and discuss problems they have encountered.

Once students begin receiving services at the laboratory, the coordinator uses modeling techniques as primary training aids. Tutors observe the coordinator working with students who have diverse learning patterns and require different instructional approaches. Prior to the session, tutor-observers are briefed by the coordinator on the skill that will be demonstrated, the materials that will be used, and the tutoring techniques that are appropriate for the particular student. Following the session, the coordinator discusses the demonstration, ascertaining that considerable emphasis is given to the often subtle, but vitally important interpersonal aspects of staff/student contact.

The coordinator also uses the numerous occasions of formal and informal contact with individual staff members in the laboratory to discuss matters related to training. Regularly scheduled supervisory sessions provide the mechanism for formal, individualized training consultations. Training objectives are reinforced with individual staff members when the coordinator and staff member are involved in some noninstructional laboratory activity and the coordinator is able to guide the conversation to the appropriate point. The training is constant and ongoing and the broad objective of the coordinator is to facilitate the professional growth of each member of the laboratory staff.

Activities with Students

Students are referred to the laboratory for the same reasons, and by the same sources, that were identified in the previous section on the Writing Laboratory. Instructors and counselors referred students, and the more self-aware and strongly committed students referred themselves. Students are also assigned to the laboratory on the basis of their scores on comprehensive diagnostic tests. In the past, the McGraw-Hill Basic Skills Test was used for placement, but it has been replaced by the statewide New Jersey College Basic Skills Placement Test.

Students assigned to the laboratory are tested with the Triggs Diagnostic Reading Test. The coordinator also administers an informal interest and skills inventory and, for students who have not previously taken it, the Survey of Study Habits and Attitudes. Student folders, particularly those of students who attended the summer component, are reviewed to cull additional diagnostic information which may be useful to the staff.

The coordinator interviews each student who has been registered and tested by the laboratory. There are a number of objectives to be accomplished through the initial interview. First, the coordinator wants to make the student's initial contact with the laboratory as pleasant as possible, in spite of negative implications that seeking help for a deficiency can entail. If a student manifests negative feelings about accepting help, they can be discussed and possibly altered in the interview. A related objective is to determine whether or not the student accurately perceives the severity of his or her reading problems, or is willing to acknowledge having a problem at all. Another objective of the initial interview is to discuss a preliminary remedial plan with the student and elicit his or her personal commitment to make maximum use of the laboratory. Test scores and other information are discussed with the student as diagnostic tools. Weaknesses are pointed out, but strengths, which will be the basis from which mastery and growth will occur, are emphasized.

Following the initial interview, and review of instructor or counselor observations and recommendations, a formal remedial plan is developed for each student. Next, the coordinator makes caseload assignments and reviews each student's remedial plan with the designated staff person.

The laboratory staff conducts both individual and group sessions with students. On occasion, Special Programs instructors bring an entire class to the laboratory for a special activity. At other times, instructors refer small groups or individual students to the laboratory for a special activity or short-term assignments.

The coordinator works briefly with each student registered in the laboratory at some point during the early and middle part of the semester. These contacts provide the coordinator with a sense of students' rate of progress, problems that may emerge, appropriateness of the remedial plan, quality of staff services, and accuracy of the staff evaluation of the student. Another objective is to insure that the tutors are not overwhelmed by the severity of a student's skills problems.

When working with students enrolled in Special Programs reading courses, staff members are able to refer to a laboratory notebook which contains course outlines, syllabi, and assignments according to instructor. Tutoring activities can be directly related to class content and the focus, approach, and materials used as tutoring aids can be modified according to what occurs in the classroom. The staff also attempts to introduce students in these courses to the controlled reading program which uses Controlled Readers, filmstrips, workbooks, and individual progress charts.

As the need arises, the staff attempts to confer with individual instructors and counselors. Laboratory staff members, however, have more rigidly scheduled days, so instructors and counselors are encouraged to come to the laboratory and initiate inquiries regarding students. The laboratory staff writes individual student evaluations twice each semester which are reviewed and approved by the coordinator before they are sent to instructors and counselors, but more frequent and intense intrastaff contact is encouraged.

Reading Problems of Special Programs Students

The laboratory staff has observed that there are a number of skill areas where Special Programs students tend to have problems:

1. Vocabulary skills are a major problem. The number of words that students can recognize, understand, and use correctly is limited.

2. Students often have difficulty deriving meaning from lengthy reading passages.

3. Students have difficulty recognizing the writer's purpose, attitude, tone, or mood.

4. Students have difficulty drawing inferences from content.

The Mathematics Laboratory

The purpose of the Mathematics Laboratory is to provide supportive services in mathematics which will enable students to increase their ability to do advanced work and be successful in college level courses. The staff in the laboratory assume that nontraditional students are not used to concentrated and prolonged study and the language format of advanced mathematics. Most students are expected to have difficulty extracting the main idea and using the proper language to illustrate mathematical processes and to be prone to making careless mistakes such as figure omissions and incorrect signs. Students also have problems recording notes correctly.

The broad goal of the Mathematics Laboratory is to identify and correct those basic skills deficiencies related to college mathematics:

1. To improve students' ability to solve advanced word problems.

2. To enable the student to understand and use words and symbols related to college level mathematics.

3. To improve students' ability to think analytically, utilizing abstract processes.

4. To improve students' ability to discern the literal meaning in specific mathematical concepts.

Mathematics Laboratory Staff

The Mathematics Laboratory is administered by a coordinator whose duties include:

1. Recruiting, screening, training and supervising tutors.

2. Diagnosing mathematics skills problems and prescribing remedial plans for students who enroll at the laboratory.

3. Reviewing all student folders at least once a semester.

4. Reviewing or completing necessary paper work, completing periodic status reports.

5. Performing liaison functions with other Special Programs staff.

The coordinator is the only full-time professional staff person in the laboratory. Graduate teaching assistants and undergraduate students serve as tutors.

The Mathematics coordinator, like the Reading and Writing coordinators, does very little direct work with students, and is primarily an administrator. Supervising tutors, monitoring laboratory activities, and reviewing and revising student folders and remedial plans consumes nearly 80% of the coordinator's time. Attending various Special Programs and college meetings, liaison functions, and report writing account for the majority of the remaining 20% of the coordinator's time. Occasionally, the coordinator will select a few students to work with who are types that either pose a particularly difficult remedial problem or are representative of a skills problem common to Special Programs students. Students are shifted out of the coordinator's limited caseload to a tutor when satisfactory progress has been made. The experiences and laboratory activities of the students in the coordinator's caseload are used in case presentations to the rest of the staff during formal meetings.

The coordinator makes all assignments to the tutors' caseloads. The more experienced and better trained tutors, the graduate students, are assigned the most difficult or complicated problems. Undergraduate tutors are assigned students who do not require full-time professional attention, or a tutor at the graduate studies level.

Tutor Orientation and Training

Tutor orientation and training follows the same general pattern described earlier for the other Learning Center Laboratories. Mathematics Laboratory tutors participate in the centerwide Academic Services orientation, following which the coordinator takes over and conducts training sessions focused on Mathematics Laboratory

activities. The early semester training sessions utilize model lessons and simulations, and concentrate on familiarizing tutors with the materials in the laboratory and the reviewing of appropriate tutoring techniques.

The coordinator provides ongoing training during the semester through weekly staff meetings, case presentations, demonstrations of technique with actual students, and weekly supervisory sessions with each tutor. The major differences between training in the other Learning Center laboratories is the content.

The coordinator puts great emphasis on a number of methods and techniques tutors are expected to internalize:

1. Tutors should give simple, yet clear and thorough explanations.

2. Concepts, tasks, or processes should be separated into steps or levels that lead to mastery, and the student's understanding at each step or level should be checked by posing relevant questions.

3. When a student is assigned a problem to work out to illustrate a concept or process, the problem should be as clear and specific as possible.

4. When a student makes a mistake or gets stuck working out a mathematics problem, the tutor should retrace the steps in the process, as the tutor originally presented them, and determine how, or why, the difficulty occurred.

Activities with Students

Students are, initially, referred to the laboratory as a result of their scores on the New Jersey College Basic Skills Placement Test (the McGraw-Hill Basic Skills Mathematics Test was formerly used for placement), referred from the Summer Program component, or staff counselors. Early on in the semester, instructors in Special Programs mathematics courses refer students to the laboratory for assistance or students themselves initiate contact with the laboratory.

In addition, a computational mathematics test (developed by the laboratory staff) is administered to students. The results of these tests are used in the students' diagnostic profiles. Course instructors provide the laboratory with additional diagnostic information when students are referred because of poor classroom performance.

The coordinator interviews each incoming student and the Mathematics Laboratory interview is an important part of the diagnostic process. Each student is asked to describe the particular difficulties he or she has had with mathematics courses in the past, and what he or she perceives as skills problems.

Notes on the diagnostic interview are incorporated into the remedial plan which the coordinator and staff develop for each student. Each student is then assigned to a staff member's caseload. The coordinator reviews each student's remedial plan with the appropriate staff member and designates the sequence of materials that should be used to work on the student's deficiencies. The coordinator also reviews the syllabus of the Special Programs mathematics course in which the student is enrolled with the tutor, and designates which laboratory materials are appropriate for working on the concepts and processes taught in that particular course.

The Mathematics Laboratory staff utilizes group tutorials whenever possible in order to give students more time in the laboratory. However, the primary tutoring method employed is one-to-one.

Staff responsibilities and activities with students closely parallel those in the other laboratories except for areas that are specifically mathematics-related. Student evaluations are written twice each semester and liaison contacts with instructors and counselors are frequent.

Mathematics Problems of Special Programs Students

Special Programs students have a number of common skills problems, but there are two general areas of difficulty that bear mentioning separately from the listing that is included in this section. First, most students who register at the laboratory have considerable "math anxiety." They behave as though pronounced feelings of tension and anxiety are present whenever they are required to manipulate numbers. The laboratory staff focuses their initial efforts with students on reducing and eliminating anxieties and tensions related to mathematics, but this is difficult to do when mathematics avoidance and poor mathematics performance are part of the student's background.

The second area where students have general difficulty is in their problems with reading mathematics textbooks. A term the student is familiar with in general usage may not have the same meaning in mathematics, and if the term is not related to a process the student is familiar with, problems are inevitable. Another problem students have in reading mathematics is the tendency to miss details that are important. Lastly, if the student has difficulty making inferences from material he or she has read, mastering college level mathematics becomes more complicated and demanding. Poor reading habits and inadequate reading skills development compound the problems a student may encounter attempting to master college mathematics.

Content-Related Problems of Special Programs Students

Computational Skills: Many students enter the developmental sequence of mathematics courses with a deficiency in their arithmetic skills. Solving basic word problems (percent, ratio, and proportion) and fractional operations seem to be the most frequently cited topics of difficulty. The next most common problems arise with decimal operations. Students also have difficulty with multiplication and division of whole numbers.

Word Problems: Algebra word problems are particularly troublesome for students. Most difficulties are associated with either the students' verbal and reading skills or their general problem-solving and reasoning abilities. The primary difficulties are in:

1. The ability to identify what is given, known, unknown, or extraneous information.
2. The ability to identify the relationships between variables, e.g., knowing distance = rate x time.
3. The ability to translate word problems into algebraic equations.
4. The ability to recognize grossly inaccurate answers to problems.
5. The ability to visualize a concrete representation of the problem.
6. The ability to generalize procedures and solutions to other relevant cases.

Factoring: The major difficulties students encounter in this area are:

1. Factoring trinomials into two binomials.
2. Recognizing special products.

3. Factoring by grouping, a skill which requires a greater use of abstraction than simple factoring.

Other Difficulties Related to Algebra: Students have problems with radicals, especially the processes of simplifying and rationalizing. Generalizing laws of exponents to negative and fractional exponents also pose difficulties and in some of the cases the root problem is the student's basic inability to master numerical fractional operations. Understanding that letters often represent numbers and functional notation, i.e., the proper use of mathematics symbols, is a problem for many students. Finally, students have difficulty making the connection between arithmetic and algebraic concepts, i.e., they do not understand that the axioms that apply to real numbers also hold for algebra. (The root of the problem in some cases, however, is that students have not developed the ability to use these axioms with real numbers.)

Pre-Calculus: The most common student problems are:

1. Understanding the meaning of LOGS and solving logarithmic equations.
2. Understanding the concept of limits.
3. Understanding the meaning and derivation of derivatives.

Statistics: Students have problems understanding the concept of central tendency, and often confuse the mean, mode, and median.

Subject Area Tutoring

Special Programs students often require tutorial services in specific subjects. They are frequently in the unfortunate position of taking developmental courses or striving to improve their academic skills while at the same time taking regular courses that demand already well-developed academic skills. Inadequate preparation intensifies the student's need for additional help and creates an additional disadvantage.

Subject area tutoring is presently administered by the coordinator of the Mathematics Laboratory with assistance from the assistant director. Although the disciplines serviced change slightly each semester according to demand, tutoring is usually offered for the following subject areas: Economics, Biology, Chemistry, Sociology, Psychology and Computer Science.

Subject area tutors are recruited from the various departments at Livingston, and the other New Brunswick undergraduate and graduate colleges. The supply of competent tutors is generally adequate for most subject areas, but there are a few disciplines where it is difficult to find students interested in tutoring. For example, Computer Science and Accounting majors have heavy course loads, consequently very few students in those majors are available for tutoring.

The Mathematics coordinator visits classes to publicize the service and also sends letters to Special Programs students whose program cards indicate that they are taking courses in the disciplines serviced. Students are also referred by counselors and Center staff. Printed notices are posted in key areas, on dormitory bulletin boards and near departmental offices throughout the college. All Special Programs staff encourage students to request tutoring at the first sign that they are having difficulty in a course.

Students who attend the Subject Areas Laboratory are usually assisted in one of the following areas:

1. Understanding of concepts and terminology of their discipline.

2. Developing efficient study habits and library skills.

3. Preparing research and short papers; also awareness and utilization of sources and references in their discipline.

4. Developing test preparation skills for specific types of examinations, e.g., essay and multiple choice tests.

5. Developing the computation skills required by their discipline, i.e., conversion; ratio and proportion in Chemistry and graphing in Economics.

6. Reading and understanding their texts.

Academic Year Counseling Services

Goals and Objectives

The purpose of the Counseling Component is to facilitate the achievement of the broad program goals. The specific goals and objectives of the counseling component are listed below. The performance goals and objectives apply to students, the process goals and objectives apply to staff.

Performance Goals

1. To improve study habits and attitudes.
2. To improve self-understanding and personal functioning.
3. To increase the acceptance of helping relationships.

Process Goals

1. To provide effective counseling services.
2. To administer and supervise the provision of effective counseling services.
3. To evaluate the effectiveness of counseling services and make the necessary changes.

Performance Objectives

1. By the end of each academic year, students participating in counseling activities will demonstrate an improvement in study habits and attitudes by showing a 10 percentile increase between pre- and post-administrations of the Survey of Study Habits and Attitudes Test (SSHA).

Process Objectives

1. During the year the counselors will provide orientation services as documented by the Counseling Services Log.
2. During the year the counselors will provide personal counseling as documented by the Counseling Services Log.
3. During the year the counselors will provide academic counseling as documented by the Counseling Services Log.
4. During the year the counselors will provide career counseling as documented by the Counseling Services Log.

5. During the year the counselors will provide financial aid counseling as documented by the Counseling Services Log.
6. During the year all counseling staff will plan and implement counseling administrative activities as documented by the Counseling Services Log.

Counseling Administrative Structure

The counseling component is administered by an assistant director (supervising counselor) who reports to the Director of Special Programs and is a member of the administrative team. The supervising counselor is responsible for planning and implementing counseling services as well as effecting administrative and service revisions that are recommended in the end of year evaluation.

There are six full-time counselors on staff who serve approximately 500 students. Students are assigned to counselors by the supervising counselor, who is also responsible for providing professional supervision to the staff, evaluating professional and staff development. The supervising counselor performs liaison functions with other components of Special Programs, and when the need arises, specific departments in the College.

The Student File

Counselors need information about students in order to perform their professional responsibilities. They do not, however, take personal histories in the initial contacts, as is common in traditional counseling settings. The information in the student file is varied; some of it predates the student's admission to college, the rest is accumulated during the student's tenure at Livingston. The following list enumerates the primary documents and information in the student file.

1. High school transcript.
2. SAT scores.
3. Minimum Basic Skills Test scores (if available).
4. College Basic Skills Placement Test scores.
5. Other commercial test scores (including SSHA).
6. Personal data and counselor comments.
7. Learning Center reports.
8. Warning slips.
9. Problem checklist.
10. Financial aid information.
11. Vocational interest inventory profile.

12. Special Programs forms (completed):

a. Student record sheet,
b. Student concerns and problems checklist,
c. Trial schedule,
d. Case assessment and summarization,
e. Comment record,
f. Student information intake data and application,
g. Class schedule,
h. Academic progress record, and
i. Summer Program data (Summer Program students only).

Counseling Philosophy

A counselor's actions on the job are a product of his or her professional philosophy, theoretical orientation, assumptions regarding the client, and technical skills. In their purest form, most of the traditional counseling value orientations such as Humanism, Culturalism, Theism, or Naturalism, are not appropriate for counseling the Special Programs student. Some elements of a few of these popular philosophical orientations are part of the personalized view of themselves that some counselors have adopted, but the traditional counseling philosophies do not completely address the issue involved in working with the "nontraditional" student.

The counseling philosophy within Special Programs upholds the importance of the individual, but at the same time stresses the need for the individual to adapt within social systems. Personal growth, both intellectual and psychological, is encouraged and results from the pursuit and acquisition of knowledge. Reality is defined as the external world of the college within which the student is encouraged and supported in his attempts to be successful. The environment at the college can be alternately unfriendly or supportive for the nontraditional student, but whatever the case, the student must meet all the challenges, grow, and adapt if he is to be successful.

There are a number of behavorial assumptions held by Special Programs' counselors regarding their client group, the nontraditional student. First, the average Special Programs student enters the college with a limited awareness of his or her academic skills deficits. Many were successful high school students who earned passing, or above average, letter grades and therein had little, if any, reason to doubt their abilities. Counselors also assume that most students have developed poor to mediocre study habits during their public school experience. The average student is used to being able to "get by" with one to two hours of study each night for all high school courses combined. In addition, the students are seldom skilled in the appropriate techniques of effective study and, in the past, have tended to look upon "school work" as something to be avoided or to finish with the least expenditure of time and effort.

Staff members make similar assumptions about the social-personal experiences of Special Programs students. The average student has not developed effective techniques that enable him to identify, analyze, and resolve problems to his advantage. Solutions are too often left to the vagaries of chance because the student lacks confidence in his ability to influence and control his life and environment.

In general, Special Programs counselors assume that the nontraditional student's experiences have been markedly different from those of the average college student. As a consequence, the nontraditional student is unprepared for college life and must adopt different attitudes and behavior patterns in order to succeed. The first major change that must occur is that the student accept the counselor and the professional assistance offered through the helping relationship as useful and necessary. Staff

members assume that the students who will have the greatest need for counseling services will be the most difficult to engage.

Counseling Role

The amount of counseling required by students varies according to each individual, but all students can be classified in one of three need groups or clusters. The first group consists of students whose counseling needs are the greatest. They need frequent direction, support, and direct staff intervention because a large proportion of their attitudes and behavior patterns need to be altered. This group has the poorest prognosis because they have the greater number of deficits to overcome. Their academic skills are not uniformly poor. Many of them have moderate to good academic skills, but experience a great deal of difficulty making the shifts in attitudes and behavior that adapting to college entails. Ideally, one or more counseling contacts per week are desirable with students classified in this group. However, they are generally difficult to engage and often respond to help at the last possible moment, when the problem has gotten out of hand.

Students who are classified in the second group have moderate counseling needs. They experience substantially fewer counseling problems than the first group and are less dependent upon staff direction and intervention. In general, this group believes that it can influence and control its life and environment, but also appears to have accepted the reality that some attitudes and behaviors are inappropriate and must be changed. The range of academic skills found among the group varies, but the frequency of contacts and the degree of counseling assistance needed does not. At certain key points during the semester weekly contacts are necessary. After the fourth week, and up to the last three weeks of the term, a contact every other week is generally sufficient.

The third group of students requires the least counseling and the fewest contacts. They also make better use of the counseling relationship than students in the two other groups. They are quick to seek assistance when they need it, willing to accept advice and direction, and able to take the appropriate action. Their attitudes and behavior patterns are consistent with those of the average aspiring college student and they possess a strong belief that through their actions, they influence and control their lives and environment. A face-to-face counselor/student contact every two or three weeks with each student is generally sufficient. Group three students respond well to telephone contacts and group counseling sessions.

The counselor's role, or expected behavior, is thoroughly professional at all times. The counselor is the teacher, the expert, the facilitator, the "professional friend" who is an advocate for the student on the one hand, and a critic of the student's inappropriate actions on the other.

The Special Programs counselor is expected to take a direct and active part in the counseling relationship. To the uninformed it might appear that, on occasion, the Special Programs counselor is "doing too much for the student" and inadvertently creating a dependency relationship. Nothing could be further from actual fact. Counselors may do a great deal <u>with</u> students and <u>on behalf of</u> students, especially during their freshmen year, but this is because the students have not learned enough about college life to function on their own. Once they have had some experience with the college administrative and academic structure and are better equipped to do more on their own, the weaning process begins. The ultimate goal of the counseling staff is to make the student more self-reliant.

Once the student and counselor resolve a problem, the counselor is able to use the incident to illustrate the problem-solving process. The counselor reviews the

events related to the problem in the context of the five steps he hopes the student will eventually be able to apply himself. The student is encouraged to:

1. Identify and delimit the problem.

2. List all possible alternatives.

3. Select the most feasible alternative and develop a plan.

4. Implement the plan.

5. Review the outcome.

The two-pronged approach to counseling the nontraditional student, i.e., direct staff intervention to expedite the resolution of a problem and counselor/client activities that encourage and reinforce student self-reliance, is an essential and integral part of the range of services offered within Special Programs. The direct, supportive, and active role counselors assume in the college life of the nontraditional student is a necessary and appropriate one. Nondirective, traditional counseling methods and techniques that verge on psychotherapy are inappropriate, as are any counseling strategies in which the counselor has a passive role.

Standardized Counseling Procedures

Diversity among any staff is a strength, but only up to a point. Under the right circumstances, diversity can lead to broader and more comprehensive thinking, additional service options, and stimulating staff interaction. However, if a diverse staff is not managed properly and focused on some theoretical common ground, administrative chaos, intra-staff conflicts, and professional inertia will invariably result. The theoretical common ground for Special Programs counselors is a series of concepts drawn from theories of Ego Psychology. These concepts are used by the supervising counselor to focus counseling services and counselor behavior around standard operating procedures.

Consistency is important. All students must be offered the same level and quality of services and this can occur only when there is a unified counseling model within which staff counselors practice. The effectiveness of a unified counseling model and the degree to which operating procedures are standardized depends on the ability of the supervising counselor. Even the best of systems will fall apart in the hands of an inept administrator. The effective supervising counselor, however, uses regular staff meetings, and regularly scheduled supervisory sessions with each counselor to maintain unity and consistency in services and professional behavior among a diverse staff.

The supervising counselor holds weekly staff meetings. An agenda is developed by the supervising counselor and distributed to the staff prior to the meeting. Staff members are encouraged to suggest items for inclusion in the agenda, but the administrative responsibility for planning, scheduling, and conducting staff meetings rests with the supervisor.

Staff meetings generally begin with announcements and a discussion of relevant administrative matters such as deadlines for staff work and important college related procedures that must be completed by students. Next, any scheduled or planned activities that require staff time are discussed and appropriate assignments are formalized. What follows is usually a major discussion regarding some area of the college or a particular procedure or requirement that is causing a problem for Special Program students. It is at this point that the counseling staff also raises procedural, theo-

retical, and other questions, seeks group input and advice from colleagues on professional matters and practices, and shares relevant professional experiences. The last, and sometimes the longest portion of the meeting, is devoted to a case discussion.

Each counselor, in rotating order, is responsible for preparing and presenting a "case" at staff meeting. Staff presentations are usually cases that illustrate complex or difficult situations such as unresponsive students, problems with hostile, insensitive, or nonsupportive college administrators and faculty, or examples where students simply seem to "fall between the cracks" in the college. Some of the cases presented are examples of successful counseling practices, outstanding student responses, and college-wide administrative and faculty support. If the case under discussion is active, i.e., if the problem has not been resolved, a plan of action is developed. If, on the other hand, the problem has been resolved, the significant aspects of the case are discussed and analyzed by the staff.

In addition to conducting the meeting, the supervising counselor is responsible for guiding all discussion. In this role the most important function is to constantly relate the content and issues raised in discussions to the standard operating procedures and theoretical concepts that are the foundation of Special Programs counseling practice.

Supervisory sessions are scheduled with each counselor on a regular basis. The supervising counselor allots each counselor one hour per week, scheduled at the same time on the same day of each week, during which the previous week's activities are reviewed, the following week's activities are scheduled, and specific cases are discussed. The weekly supervisory sessions provide an opportunity for the counselor to raise questions or discuss issues, pertinent to his/her assigned caseload, which may not be appropriate for presentation to the entire staff. The weekly sessions also enable the supervisor to keep apprised of the frequency and quality of counselor/student contacts, assess staff needs and plan staff development activities, and to insure that the appropriate forms and reports have been completed.

One weekly supervisory session each month is devoted primarily to a review of the counselor's job performance. The major objective of the supervisory sessions is to review the frequency and quality of counselor/student contacts and to give the counselor feedback on the effectiveness of his counseling techniques.

The weekly supervisory sessions are also used to discuss, plan and develop cases for presentation at staff meetings. The counselor and supervisor work together on the selection and preparation of the case. The major issues, concepts, and practice techniques the supervisor feels should be emphasized are identified and reviewed so the counselor can incorporate them into the presentation.

A related function of the supervising counselor bears mentioning here. Every student folder (counseling file) is reviewed by the supervisor on at least two occassions. Folders are reviewed prior to discussion for supervisory sessions, and a formal end of the semester review is standard procedure. The Comment Record and the Problems and Concerns Checklist are particularly important parts of the student folder, as are the various forms and evaluations from the other Special Programs components. The end of semester review is a time-consuming, but essential, adminstrative task. It is imperative that the counseling supervisor, and ultimately the director of Special Programs, be as knowledgeable as possible regarding the level and quality of counseling services, the successes and failures, and any internal or external problems. The end of semester review is the only mechanism that can yield the desired results.

Additional Comments

In the following description of Special Programs counseling, the types of counseling are divided and discussed as if they were separate and distinct activities, when in fact, they are not. A counselor may discuss content that relates to all four of the service areas in the same one hour session on one occasion, and limit himself/herself to one or two of the four in the subsequent meetings.

There are no hard and fast rules or rigid parameters that delimit the sequence or frequency that a specific counselor will focus on a specific counseling area with a specific student. Ideally, counseling behavior depends a great deal upon the readiness of the student. Counseling is part art and part science, and when the counselor decides to introduce a particular issue at one point of focus on an example of the problematic behavior at another, he is using his art, his sense that the time is right.

The reality that students must complete certain procedures and respond to mandated college requirements according to external deadlines does, in part, influence counseling behavior, but only in relation to specific tasks students must complete.

There is a cluster of attitudes and behaviors that are causing the student's adjustment problems. Whatever difficulties the student has in academic or personal life can be traced back to the cluster of attitudes and behaviors mentioned above. The manner in which a counselor chooses to intervene and change student attitudes and behavior, and his success or failure to facilitate growth, depends upon the individual student's strengths, weaknesses, and willingness to change. Professional ability has its limits and a counselor cannot effect change without the active and committed participation of his client, the student.

Academic Counseling

There are two major areas in which academic counseling is provided for Special Programs students. The first is around the myriad procedures and processes related to registration, course selection, scheduling, and meeting college, departmental, and Special Programs academic deadlines. The second area is in academic supportive services and includes activities such as counseling students regarding the difficulty level of specific courses and whether or not the student's current skills level is sufficient to pass the course, acting as a liaison with faculty and monitoring academic progress, identifying and referring students for tutoring and other Learning Center services, and counseling students who are on academic probation. The counselors also work with upperclassmen and advise and monitor their progress toward declaring a major and making use of the appropriate departmental advisers at the college.

There are a number of intricacies and subtleties that make academic counseling a much more complex process than it might appear to the outside observer. For example, when counselor and student discuss the courses a student wishes to take, the counselor must ascertain the reason the student wants the course and whether the choice is realistic. Sometimes a student simply wants to be in the same class with a friend or wants to take a course for what he perceives as its status value. In attempting to insure that the student has a balanced and realistic course load commensurate with his ability, the counselor must use the greatest possible professional skill, so the student will not misinterpret the counselor's probing questions, cautions, and prohibitions.

The counseling staff puts great emphasis on reinforcing effective study habits and skills. Getting students to manage their time more efficiently and to budget time as if they were actually budgeting money is important. Another major problem students encounter is described by one staff member as "the walk around the room syndrome,"

when the student whose time has not been plotted out and scheduled cannot seem to pin down anything specific to do. The majority of the students require substantial "re-training" and success does not come easily. It generally takes one or two years to get lasting and substantial behavioral changes.

A number of the activities involved in academic counseling are conducted in small group sessions. Group counseling is particularly useful when working with students on general procedures and processes such as registration and scheduling or when information that pertains to all or a significant number of Special Programs students must be disseminated. Counselors also use group sessions in their work on student attitudes and behavior, and in their efforts to teach the nontraditional student how to cope with the rigors of academic life.

The director of Special Programs encourages the use of group counseling whenever that method is feasible. Working with groups of students rather than using the traditional one-to-one method is a partial solution to the problems created by the heavy caseload (approximately 100 students) each counselor is assigned. The supervising counselor reviews the theory and practice of group counseling in the context of the nontraditional student, discusses group techniques, and identifies suitable group counseling activities during the initial staff meetings for the fall semester.

Most academic counseling is conducted in one-to-one sessions between the counselor and the student. Group sessions are useful and necessary, but when sensitive matters must be discussed and the student's functioning or growth is frustrated rather than facilitated, the group setting is not appropriate. Individual counseling sessions may be as brief as 15 minutes or as long as 1 hour. Most sessions, however, average about a half hour in length.

Students who are in the category that has the greatest counseling needs receive more individual counseling than group counseling. Students in this category require maximum direction and support from staff within a type of close counselor/student relationship that cannot be developed in a counseling group. The category of students that has the least counseling needs and requires fewer counselor contacts receives more group counseling than individual counseling. The infrequent individual sessions with students in this category are extremely productive because these students are quick to act on advice and adapt their attitudes and behavior to the realities of college life. Students who have moderate counseling needs receive a mixture of individual and group counseling in proportions that vary from one student to the next. On average, the two methods are used with relatively equal frequency.

Academic counseling is one of the most important services offered to the nontraditional student. College students in general could benefit from supportive, professional counseling regarding their academic strengths, weaknesses, performance, and needs, but for the nontraditional student it can mean the difference between success or failure. Effective study habits, strong self-discipline, and the personal confidence and willingness to strive to master demanding and difficult subject matter, are crucial to success in college. Very few nontraditional students have had the personal experiences and quality public school education which nurture the development of these skills and attitudes. The nontraditional student is placed in the unenviable position of having to overcome the results of years of accumulated deprivations within a short period of time, yet simultaneously having to perform as well as the regular college student. Nontraditional students need all the help they can get.

Financial Aid Counseling

Special Programs students rely heavily on financial aid from various sources to pay their college costs. The average Special Programs student receives aid from three sources (including loans), so it is important that the student understand the regulations, procedures, processes, deadlines, and grantee responsibilities associated with the various aid programs. The counseling staff is responsible for teaching students how to initiate and follow through on financial aid applications (particularly renewals) and any related processes. The objective is to make the student self-reliant within the shortest possible period of time.

Financial aid counseling begins at the point when the student has confirmed his intention to attend the college as a Special Programs student and has been assigned to a counselor. Entering freshmen are encouraged to call counselors when there are questions or problems with aid forms or awards. A considerable number of these students are counseled in person at some point. Counselors often ask students to come to the College and clear up a problem; students often request appointments with counselors.

The files of incoming freshmen are reviewed by the assigned counselor at a number of points during the summer before the fall term. Students who attend the Summer Program meet with counselors and review their awards or complete any outstanding forms or applications. Students who do not attend the Summer Program visit the college for scheduled orientation sessions and meet with counselors on those occasions. For the extremely remiss student, and there are always a few, counselors make a final desparate effort during the two weeks prior to the Fall term to resolve any financial aid problems.

After students have matriculated, the most important financial aid processes students need to understand relate to refunds and renewals. Staff counselors use counseling groups to give students the information they require, caution them about the consequences of a missed deadline or something left undone, and respond to any questions students raise.

The processes and procedures associated with financial aid renewals are rather straightforward and mechanical. Students can get the appropriate forms from either their counselor or the Financial Aid office. Counselors check that all students have completed and filed the required forms and responded properly to the award notification. There are problems, however, with the student who tends to plan poorly, has difficulty initiating and following through accurately, and waits until the very last minute to either get something done or call for help. Approximately 35% of the students in Special Programs fall into this category. The counseling staff spends a considerable amount of time working with, and on behalf of, this group during the periods that financial aid activity is at a high point.

One of the most difficult and important areas of financial aid counseling is money management. The problem for counselors is not the stereotyped frivolous student who uses his refund check or takes an off-campus job to support a "bon vivant" lifestyle; very few students are guilty of this. When a student uses a refund check or takes an off-campus job, he is more often than not sending the money home to help his family get through a crisis of one sort or another. Instances where this occurs increase during periods when the aggregate economy suffers downturns, but they also happen quite often even in the best of times.

The student is often put in the position of having to make a choice between a long-range goal, his education, and an immediate short-term need, the family crisis. To state that counseling under these circumstances is difficult is an understatement. One technique that staff counselors use is to go after all students in general to commit their refund checks to textbooks and supplies at the earliest possible time after the checks are distributed. In addition, the assigned counselors attempt to maintain regular contact with the few Special Programs students who are in work-study plans and monitor how they use their earnings.

Another money management activity is teaching students to budget the funds they have been awarded. The process is similar to what is done in academic counseling; the objective is to keep the student's resources and needs in balance or equilibrium. Counselors assume roles as "financial managers," they advise, recommend, and at times insist; but, the ultimate objective is always student growth and self-reliance.

Career Counseling

Career counseling is another major service provided for Special Programs students. Nontraditional students generally tend to focus on short-term or immediate concerns and defer long-range career development and occupational planning. Getting the student to project his or her thinking into the distant future, to set goals, and to control and direct behavior towards accomplishing those goals, is a demanding and difficult task.

Most nontraditional students enter college without a clear career objective in mind. There are some who verbalize their interest intentions to pursue a specific career from the outset, but only a few of them stay with their initial choice. Some students are unrealistic because they lack both the temperament and the skills to succeed in the area initially identified. The student who aspires to a career as a computer programmer and analyst, but dislikes mathematics and does poorly in mathematics, is a frequently cited example of this pattern. In cases like this the counselor's first task is to help the student examine and revise his career choice or his attitudes and behavior.

In many respects it is easier to counsel students who enter college undecided about a career than it is to work with the student who has made an initial inappropriate career choice. In both instances, however, one of the major counseling tasks is to get the student to make long-range plans after a career choice has been made.

As a first step with students who are undecided about a career, the counselor attempts to determine where the student's interests lie. If the student has not taken an interest inventory test, arrangements are made to have one administered at the Career Development and Placement Center, when their schedule is not overloaded, or by a staff counselor. A copy of the results is requested by the counselor for use in subsequent sessions with the student. The student is also referred to the Career Information Library at the Development and Placement Center and advised to review career information folders on occupations about which he has expressed an interest. The counselor actually "preps" the student prior to sending him out to review career information by giving him a series of questions that need to be answered. The questions focus on the specific tasks involved in an entry level position, the educational requirements, and the transferability of skills associated with the career from one job or occupation to another.

It is extremely important for the student to make efforts to seek out and review career-related information. Students are pushed to take the initiative to "find things out." The counseling staff encourages these student efforts because counselors want students to become more self-reliant. It would involve less work for the staff if Special Programs had an extensive Career Information Library and did everything "in house," but this would be an unnecessary duplication of a university-wide service, and, more importantly, encourage dependency rather than independence.

The Special Programs counselor is responsible for teaching students how to use career information materials, helping them to make career-related decisions, encouraging them to develop positive attitudes, and counseling them to adopt constructive goal-directed behavior patterns.

For example, the staff attaches a great deal of importance to the manner in which students respond to scheduled appointments. Again, the objective here is to build and reinforce a behavior pattern that is essential to their future success. Missed or late appointments are never overlooked. Both the immediate implications of the missed appointment (there may be consequences if some college deadline or process was involved) and the long-range implications (prospective or active employers do not tolerate missed appointments) are discussed with the student at the earliest possible time.

The amount of time counselors devote to career counseling increases substantially for students who are seniors and eligible to graduate. Staff counselors work harder to reinforce and consolidate positive career-related attitudes and behavior. Referrals to the Career Development and Placement Center also increase. Students are encouraged to review the job listings posted at the Center and to attend meetings the Center schedules with company recruiters. Juniors are also encouraged to attend at least one session with a company recruiter so they can get a preview of what the process is like.

Special Programs counselors help students work up resumes and take them through the important aspects of the job interview process, often using role-playing techniques.

Counseling students who intend to enter graduate studies is another major activity. Again, students are encouraged to use the graduate school catalogue library at the Career Development and Placement Center. Special Programs counselors help students determine the schools and programs that will best meet a student's career objectives, and also help monitor the admissions process. At this point, financial aid becomes a matter of concern.

The student who has been accepted at a number of graduate schools has to make a final selection, and it is important that money, or rather the lack of money, be put in the proper perspective. In many instances it is in the best interest of the student to select the graduate school that offers the least financial aid. Counselors attempt to get students to look at the benefits of the proposed graduate program, the significance studying at a particular institution will have for their career, rather than choose a school by a "cut and dried" dollar-for-dollar comparison. Some students, however, have no choice in the matter. Money has to be the major consideration when the costs of attending the most desirable graduate school are too far out of reach.

Personal Counseling

Personal counseling is important for the nontraditional student. The broad counseling goals in this area are to:

1. Improve the student's self-understanding.

2. Enable the student to develop and maintain positive interpersonal relationships.

3. Teach the student to effectively cope with external (environment) pressures.

Personal counseling is student-centered and focuses on areas such as the student's relationship to, and perception of, reality, the appropriateness of the student's defense or coping mechanisms, and the use of problem-solving techniques to improve personal functioning. Special Programs students need support in all of these areas.

When a student encounters problems in any of the areas cited above, stress, anxiety or depression may follow and seriously hamper the student's ability to function successfully in college. The nontraditional student who generally must cope with more external pressures than the regular college student is often a prisoner of his background and experiences and does not escape them when he enters college. Some students experience severe family and neighborhood problems when they enter college, and begin to adapt successfully to college life. When the student moves closer to the college ideal in his behavior and attitudes, he may simultaneously be moving away from family or neighborhood norm; and if this is the case he is bound to suffer internal, if not interpersonal conflicts.

Most of the problems classified under personal counseling involve attitudes and behavior that underlie problems counselors encounter while engaging in academic, career, or financial aid counseling. In personal counseling, however, the emphasis and concern is on broader societal norms and maladaptations rather than the college-specific norms counselors use as a frame of reference in three other service areas. Personal counseling is more clinical and less task-oriented than academic, career, or financial aid counseling.

Psychologically, the students are well within the limits or normalcy, i.e., the problems they present are related to the normal human growth and development process rather than serious aberrations. The few students whom counselors discover have deep-seated and severe psychological problems are referred to the college's counseling center. The average Special Programs student does not require "deep psychotherapy": he merely needs an extra boost over some developmental hurdles.

Whenever possible the counseling staff uses group sessions, but most counseling is done in individual, one-to-one encounters. The supervising counselor plans to have the staff use group sessions more extensively next year, but one-to-one individual sessions will continue to be the most common method because the majority of the problems presented by students with whom the staff are most active, are not suited for the group counseling method. The students all know one another rather well and lack of confidentiality around sensitive and highly personal information could become a major problem.

The most difficult students to work with are those who have the most serious problems, but are least responsive to Special Programs services in general. It is difficult for these students to ask for help when they have a problem, because under their definition of reality, asking for help is tantamount to admitting failure and personal inadequacy. In their view, to do this is unthinkable. This type of student is usually equally resistant to accepting unsolicited help from the perceptive counselor. If they finally seek assistance, more often than not, it is too late.

The students who are easiest to work with are those few who have a pattern of acting quickly to seek help in the early stages of a problem and being successful at implementing and following through on counselor recommendations. Invariably, they are able to resolve their personal problems better than any of the other categories of students.

Evaluation of Special Programs

During the 1978-79 school year, Special Programs and the Academic Foundations Department at Livingston College began to implement an evaluation scheme on a trial basis. The evaluation scheme was developed under contract with Communications Technology Corporation of New Jersey. A summary of this work is reported by Farrow, E. and Slivka, R. in "The Use of a Management Information System in the Evaluation of Special Programs," Journal of the Society of Ethnic and Special Studies. The plan outlines a set of performance objectives; a performance objective is a statement of student outcomes expected due to participation in a program. The following performance objectives have been stipulated as expected student outcomes for Special Programs students at Livingston College.

1. Rate of graduation will be at least equal to that of all Livingston College students.

2. Rate of retention will be at least equal to that of all Livingston College students.

3. Students will show improvement in the basic skills areas of reading, mathematics and writing.

4. Students will increase their use of the academic skills laboratories in the Learning Center at Livingston College.

5. Students will increase their use of the services provided in Special Programs counseling in order to improve study habits and attitudes, self-concept and interpersonal relationships.

Evaluation Methods

The first two Performance Objectives will be measured as follows. Assessment requires a simple calculation of graduation and retention rates, and a comparison of these rates between Special Programs students and all other students at Livingston College. This calculation will be done for the first time at the end of the 1980-81 school year. It is expected that graduation and retention rates of Special Programs students will be lower than rates of their peers in Livingston College. The improvement of graduation and retention rates is probably one of the most substantial tasks the Special Programs staff must confront.

Basic Skills

Student improvement in the basic skills (objective #3) will be measured in a variety of ways. First, the New Jersey College Basic Skills Test, which is administered by the State to all freshmen each September, will be administered again in the spring to Special Programs students. (Special Programs students at Livingston College scored on the average 9.4 points below the average for all Livingston College freshmen in English, and 7.1 points below in mathematics in the fall, 1978.)

Improvement in each basic skill area will also be measured through pre- and post-tests in mathematics, reading and writing. For the first two areas, the McGraw-Hill Basic Skills Mathematics Test-Forms A and B will be administered in the fall and

the spring. A "Departmental Writing Sample" will also be developed in-house and administered in the fall and spring. A test for significant differences between the means of test scores earned by students on pre and posttests will indicate changes in the reading and mathematics skills areas.

Academic Foundations Courses

The assessment of objective #4 requires a review of courses and use of the Learning Center. Eight different courses are offered by the Academic Foundations Department in basic mathematics, reading and writing for Special Programs students, and other Livingston students who need skills development. The courses are repeated each semester.

Enrollments of Special Programs and non-Special Programs students in these courses during the 1978-79 school year are shown in Table 13. (Each course may have up to 10 different sections, or individual classes.) The data for grades received and "No Credit" indicate that for Special Programs students, more than half failed to earn credit in each of seven different courses. For non-Special Programs students, in only one course did more than half fail to earn credit (see #119-Applied Mathematics-Spring 1979). All of the students did most poorly in the Spring 1979 mathematics courses.

This type of information will be collected on an ongoing basis as part of the data required to measure achievement in basic skills areas. It is apparent that Special Programs students continue to perform less well than their peers at Livingston College. However, their use of the Learning Center appears to increase their achievement, as discussed below.

Learning Center

The staff of the Learning Center has been keeping detailed records of student use of the Center's services. Data collection forms A, B and C are examples of log sheets which are being used to record student use of each skills laboratory (including time, tutor, methods and materials used), a performance rating of each student in the different skills areas, and a staff administrative log indicating time and nature of administrative tasks.

This data was collected in rough form during 1978-79. The Learning Center was used by 384 students enrolled in Academic Foundations courses*. The total number of laboratory hours used was 1,971.5; this averages to 5.1 laboratory hours per student user per course.

This figure actually distorts the pattern of use by students in each type of course. A study of Table 14 shows that the Reading Laboratory was used on an average of 8.2 hours per student user, the Writing Laboratory was used on an average of 4.1 hours per student user, and the Mathematics Laboratory was used on an average of 2.8 hours per student user (combined Fall and Spring data).

*This figure does not mean that 384 different students used the laboratories. It is the total number of students who used the laboratories while enrolled in 16 different courses over a full school year. The actual number of students is around 75.

TABLE 13. STUDENT ACHIEVEMENT IN ACADEMIC FOUNDATIONS COURSES, FALL, 1978 AND SPRING, 1979

	Percent of Students Receiving Grade or No Credit*							
	Special Programs Students				Non-Special Programs Students			
Course Grade*	N	1/2	3	NC	N	1/2	3	NC
Course**								
Fall, 1978								
118 Math Concepts	46	8.6	28.3	62.7	83	38.6	31.3	29.6
119 Applied Math.	19	10.6	42.1	47.4	91	44.0	33.0	23.1
120 Applied Math.	14	14.3	57.1	28.6	90	53.4	25.6	21.1
124 Applied Math.	12	8.3	8.3	83.3	127	35.4	36.2	28.3
135 Writing I	63	34.9	33.3	31.7	117	57.4	23.0	19.7
136 Writing II	32	40.5	31.2	28.1	68	48.6	29.5	22.1
185 Reading I	64	26.5	41.0	32.7	122	52.3	24.8	23.1
187 Reading II	-	-	-	-	-	-	-	-
Spring, 1979								
118 Math Concepts	27	18.5	22.2	59.3	43	37.2	27.9	34.9
119 Applied Math.	19	-	10.5	89.5	60	13.3	26.7	60.0
120 Applied Math.	13	7.7	-	92.3	33	21.2	36.4	42.5
124 Applied Math.	15	13.4	46.7	40.0	99	26.2	45.5	28.3
135 Writing I	25	36.0	12.0	52.0	18	27.8	38.9	33.3
136 Writing II	71	38.0	23.9	38.0	171	64.3	10.5	25.2
185 Reading I	24	29.1	16.7	54.2	30	56.6	23.3	20.0
187 Reading II	73	43.8	31.6	24.6	68	69.4	22.1	8.8

*Columns 1/2 + 3 + NC = 100% for each category of student in each course (Honors = 1, credit = 2/3).

**Each course consisted of three to ten sections, i.e., individual classes.

A

LEARNING CENTER STUDENT RECORD FORM

Special Programs
Academic Foundations Department
Rutgers - The State University
Livingston College
New Brunswick, New Jersey

Student Name _____ Month _____

Center Name: Reading
Writing
Mathematics
Discipline (specify) _____

Date	Name of Tutor	Time (minutes)	Instructional Activities		
			Skill Area(s)	Methods	Materials

LEARNING CENTER DISCIPLINE AREA OBSERVATION CHECKLIST

Special Programs
Academic Foundations Department
Rutgers - The State University
Livingston College
New Brunswick, New Jersey

Student Name _____ Month _____

Discipline Area _____

Skill Area	Performance Rating*	
	Pre-Test Score	Post-Test Score

*1 = Excellent; 2 = Good; 3 = Fair; 4 = Unacceptable

C

LEARNING CENTER ADMINISTRATIVE LOG

Special Programs
Academic Foundations Department
Rutgers - The State University
Livingston College
New Brunswick, New Jersey

Staff Member Name _____ Month _____

Administrative Activity	Time (minutes)	Expected Completion Date	Actual Completion Date

TABLE 14. COMPARISON OF PERFORMANCE OF SPECIAL PROGRAMS LEARNING CENTER USERS AND ALL SPECIAL PROGRAMS IN ACADEMIC FOUNDATIONS COURSES, 1978-79

Academic Foundation Courses	Data Description	Fall, 1978	Spring 1979
Mathematics	Total Special Programs Enrollment*	91.0	74.0
(118,119,120,124)	# of students using laboratory	51.0 = 56.0%	53.0 = 72.0%
	# of hours laboratory used	114.0	175.0
	Average hours/user	2.2	3.3
	% users passing mathematics	50.9%	41.5%
	% nonusers	32.5%	4.8%
Writing	Total enrollment	95.0	96.0
(135,136)	# of students using laboratory	75.0 = 79.0%	75.0 = 78.0%
	# of hours laboratory used	297.0	320.0
	Average hours/user	4.0	4.3
	% users passing writing	69.3%	65.3%
	% nonusers passing	70.0%	33.3%
Reading	Total enrollment	65.0	97.0
(185,187)	# of students using laboratory	56.0 - 87.0%	74.0 = 76.0%
	# of hours laboratory used	430.0	635.5
	Average hours/user	7.7	8.6
	% users passing reading	66.1%	74.3%
	% nonusers passing	75.0%	47.8%

*These figures were derived from computing data in Table 14 and data in internal document, "Laboratory Utilization and Grade Distribution of First Time Freshmen Within the Livingston Special Programs, 1978-79.

For the most part, the percent of laboratory users passing Academic Foundations courses reflects this laboratory usage pattern. Where laboratory hours per user were less, fewer students passed the courses (as in mathematics, where only half of the students passed).

Another interesting finding from the simple calculations in Table 14 is the fact that laboratory users were more likely to pass the courses than non-users. In four out of six sets of courses, a higher percentage of laboratory users passed than the percentage of non-users who passed. The difference is most evident in the mathematics courses, where 50.9% of users passed and only 32.5% of non-users passed in fall 1978, and 41.5% of users passed versus only 4.8% of non-users in spring 1979.

These findings appear to indicate that use of the Learning Center by Special Programs students can improve their achievement. Similar data collected over several years may provide stronger evidence, although no significant relationships may be drawn on this data alone.

Student Assessment of Learning Center

Students who used the Mathematics, Writing and Reading Laboratories were asked to evaluate them at the end of the Fall 1978 semester. Tutors in the Mathematics and Writing Laboratories were given exceptionally high ratings by the students. Tutors in the Reading Laboratory received "very good" and "good" ratings.

In general, the students assessed the assignments they received in the laboratories as being "good" rather than "very good." Finally, most students assessed the results of their studying in the Learning Center as improving their (1) understanding of lectures and course concepts, (2) ability to do homework and study, and (3) self-confidence. Special Programs Mathematics Laboratory users, in most cases, "strongly agreed" that these improvements had occurred, while Reading and Writing Laboratory users "agreed" that improvements had occurred.

A majority of Mathematics and Writing Laboratory users (68%) responded that they would "definitely" recommend the laboratories to other students. Only 43% of Reading Laboratory users indicated that they would "definitely" recommend use of the laboratory, 40% said they would "probably" do so. These findings indicate that students believed the Learning Center was helpful to them.

Counseling Services

In order to measure objective #5, Special Programs counselors were asked to maintain detailed logs of all of their activities during 1978-79, including time spent with students as well as administrative time. (Samples of log sheets are included on the following pages.)

Aggregation of the 1978-79 data shows that counselors conducted 2,788 individual counseling sessions with students from September through May. They spent a reported 2,037 hours on their responsibilities. Over half of this time (59.9%) was spent with students; 40.1% was spent in administrative tasks.

Detailed data for percentage of student visits and time spent on each type of counseling activity are shown in Table 15. The table is divided into four sets of data. Column A shows a breakdown of percentage of time spent in counseling by type

A

COUNSELING SERVICES LOG

Special Programs
Academic Foundations Department
Rutgers - The State University
Livingston College
New Brunswick, New Jersey

Counselor Number _____ Counselor Name _____

Date _____

Activity Code	Time (minutes)	Student Number	Student Name

B

COUNSELING ADMINISTRATIVE LOG

Special Programs
Academic Foundations Department
Rutgers - The State University
Livingston College
New Brunswick, New Jersey

Staff Member Name _____ Month _____

Administrative Activity	(minutes)	Expected Completion Date	Actual Completion Date

TABLE 15. PERCENT OF TIME SPENT IN COUNSELING AND ADMINISTRATIVE ACTIVITIES BY SPECIAL PROGRAMS COUNSELORS, 1978-79

	(A) Percent of Time	(B) Percent of Student Visits (N = 2,788 Visits)	(D) Percent of Total Time (N = 2,037 hours)
Counseling Services			
Academic	48.2	41.7	28.9
Financial Aid	23.8	27.4	14.3
Personal/Social	18.3	19.0	10.9
Career	6.6	7.6	3.9
Other (Health, etc.)	3.6	4.3	1.9
	100.0	100.0	59.9
Administrative Tasks (C)			
Conference/Meetings*	38.7		15.5
Form Completion	28.0		10.2
Planning Sessions	25.4		11.2
Other (Outreach, etc.)	7.9		3.2
			40.1
	100.0		100.0

*Staff Development

of counseling services provided. Column B shows a parallel breakdown of percent of actual student visits made for each type of counseling. (These two columns show a close relationship between percent of time spent and percent of student visits.)

Column C lists the percentages of time spent by counselors in each of four types of administrative activities. Finally, in column D the total percent of time for both counseling and administrative activities is allocated over nine categories of activities.

More specifically, almost half (48.2%) of actual student-counseling time (Column A) was spent in Academic Counseling, and 41.7% of student visits (Column B) were made for Academic Counseling. Less time, but similar amounts of time, were given to Financial Aid and Personal/Social Counseling. Small amounts of time were spent in career, health and other types of counseling.

A breakdown of administrative time (Column C) indicates that 38.7% of that time was spent in conferences and meetings, 28.0% was spent in completing forms, and a quarter of administrative time was spent in staff-planning sessions. A summary of total time spent (Column D) shows that 28.9% was spent in Academic Counseling and 15.5% was spent in conferences and meetings. The remaining 55% of time was spent in seven other activities.

This system of recording time spent and purpose of student visits is continuing in 1979-80. More detailed information, categorized by individual counselors, will provide Special Services administrators with appropriate measures for assessing staff efficiency.

Epilogue: The Non-traditional Student in the 1980s

The major concern of Special Programs staff in the 1980s will be to improve the retention and attrition rates for the underprepared nontraditional student. The data generated by the Management Information System will enable the program director and administrators to plan more thoroughly, identify problem areas more quickly, and make the most efficient use of staff time. However, the activities and events that will have the most significant impact on the nontraditional student, will occur outside the Special Programs structure.

New Jersey's Higher Education Master Plan, for example, will have a profound effect on nontraditional students. The plan calls for developmental and support services, but locates them within the county college rather than the four year college and university structures. It follows that both the flow of nontraditional students and the State funds to support student services will shift to the county colleges.

It was cited in this report that between 1978-79 and 1979-80, there was a modest decrease in financial aid awarded to Special Programs students (Table 11). Does this suggest a trend for the 1980s? At the very least, it would seem to indicate that the purse strings are being tightened. Were financial aid awards for nontraditional students in other New Jersey colleges also decreased between 1978-79 and 1979-80? If so, there could be two explanations: (1) entering students are wealthier and qualify for less financial aid, or (2) priorities have shifted and low-income students are being required to personally bear a greater proportion of the cost of a college education. If either, or both, of these explanations are true, it is an ominous sign.

Some significant changes have also taken place at Livingston. Prior to the 1979-80 academic year, both developmental reading and writing were offered in a two-course sequence taught over two semesters (Reading I and Writing I in the fall semester, Reading II and Writing II in the spring semester). In September 1980 the college will reduce the developmental reading and writing courses to one course, each taught over one semester. The developmental mathematics sequence will also be revised; the four developmental mathematics courses, which were formerly taught each semester, will be reduced to three courses. In addition, the first two courses in the mathematics sequence will be demoted from credit to noncredit courses which will not count towards graduation requirements.

It is possible that over a period of time the nontraditional student may become an "endangered species" at Livingston (and in most of New Jersey's other four-year institutions as well). The most important aspect of the many changes that are occurring is that it is imperative that the higher education community not lose sight of the concept of equal educational opportunity.

There are a number of important questions that require answers at some point in the near future. Are New Jersey's county colleges destined to become reservoirs of underprepared, nontraditional students? Will the transfer of capable county college students to four-year schools be facilitated? Will the percentages of minority and poor students in four-year colleges revert back to the levels of the 1950s when those groups comprised one to three percent of the student enrollment? Time will tell.

Appendix

APPENDIX I-1

TABLE 16. SPECIAL PROGRAMS STUDENT SCORES ON "SURVEY OF STUDY HABITS AND ATTITUDE," FOR SUMMERS 1977, 1978 AND 1979

Behavior[a]	1977[b] (N = 76) Mean	%ile	1978 (N = 35) Mean	%ile	1979 (N = 58) Mean	%ile	Norm Group Mean
Delay Avoidance	23.6	45	19.9	30	22.9	45	25.0
Work Methods	25.9	55	24.4	45	26.4	55	25.1
Study Habits	49.5	45	44.3	35	49.3	45	50.1
Teacher Approval	23.7	15	23.3	15	27.2	25	32.7
Education Acceptance	25.6	25	25.0	25	27.1	30	31.4
Study Attitudes	49.3	15	48.3	15	54.3	25	64.1
Study Orientation	98.8	30	92.6	25	103.6	35	114.2

[a]Behavior categories are defined as follows: (1) Delay Avoidance--promptness in doing assignments; (2) Work Methods--effective study skills; (3) Study Habits--(1) and (2) combined; (4) Teacher Approval--opinions about teachers; (5) Education Acceptance--approval of purpose of education; (6) Study Attitudes--(4) and (5) combined; and (7) Study Orientation--(3) and (6) combined.

[b]In each set of scores, the average score for the Special Programs summer group is given, as well as the percentile rank. If "%ile" is 45, it means that 45% of the norm group scored below and 55% scored above the mean score for the Special Programs group.

APPENDIX I-2

TABLE 17. SPECIAL PROGRAMS STUDENT MEAN SCORES ON "TENNESSEE SELF-CONCEPT SCALE" FOR SUMMERS 1978 AND 1979

Behavior	1978 Score (N = 49)	1979 Score (N = 54)	Norm Group Score
Counseling Form:			
Self-Criticism[a]	34.98	31.85	35.54
Total Positive[b]	331.59	349.57	345.57
Total Variability[c]	50.43	48.06	48.33
Clinical/Research Form:			
Total Conflict[d]	36.37	34.13	30.10
Empirical Scales[e]:			
Defensive Positive	55.84	62.09	54.40
General Maladjustment	91.86	97.20	98.80
Psychosis	51.65	50.83	46.10
Personality Disorder	67.98	73.89	76.39
Neurosis	80.47	86.89	84.31
Personality Integration	8.08	8.61	10.42

[a] High scores indicate normal, healthy attitude of self-criticism.

[b] Scores reflect overall level of self-esteem; high score is better.

[c] Indicates amount of inconsistency from one area of self-perception to another.

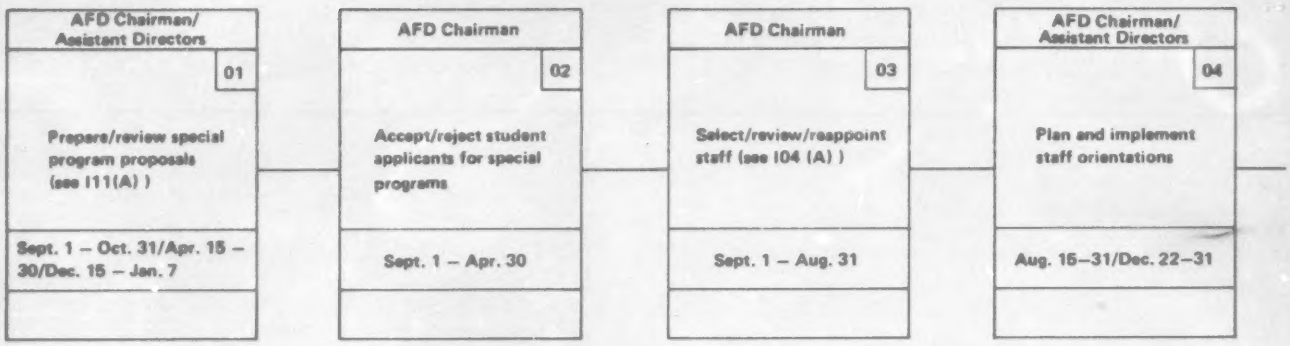
[d] High scores indicate confusion, contradiction, general conflict in self-perception, low scores indicate health, but lowest scores represent artificial self-image.

[e] Through item analysis, these six measures were selected to differentiate one group of subjects from another. For "Defensive Positive" and "Personality Integration," high scores indicate health. For the other four scales (listed second through fifth), a low score indicates health. (For example, the adjustment level of Special Programs students is better than that of the norm group.)

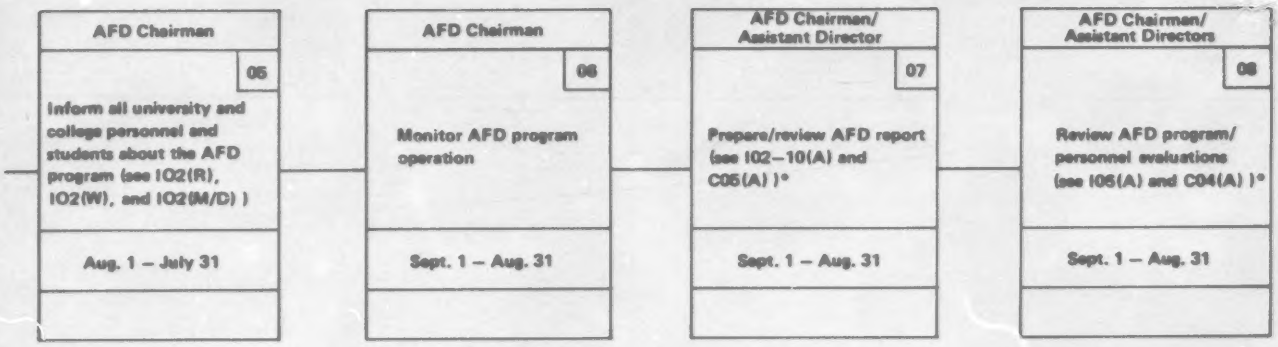
ACADEMIC FOUNDATIONS DEPARTMENT (AFD)
Livingston College
Rutgers University
New Brunswick, New Jersey

ADMINISTRATION (A) OPERATIONS FLOW CHART

ADMINISTRATION (A)*


AFD Chairman/ Assistant Directors
01
Prepare/review special program proposals (see I11(A))
Sept. 1 – Oct. 31/Apr. 15 – 30/Dec. 15 – Jan. 7
AFD Chairman
02
Accept/reject student applicants for special programs
Sept. 1 – Apr. 30
AFD Chairman
03
Select/review/reappoint staff (see I04 (A))
Sept. 1 – Aug. 31
AFD Chairman/ Assistant Directors
04
Plan and implement staff orientations
Aug. 15–31/Dec. 22–31

*AFD Chairman (Director of Special Services, Educational Opportunity Fund and Upward Bound Programs.)


AFD Chairman
05
Inform all university and college personnel and students about the AFD program (see IO2(R), IO2(W), and IO2(M/D))
Aug. 1 – July 31
AFD Chairman
06
Monitor AFD program operation
Sept. 1 – Aug. 31
AFD Chairman/ Assistant Director
07
Prepare/review AFD report (see IO2–10(A) and C05(A))*
Sept. 1 – Aug. 31
AFD Chairman/ Assistant Directors
08
Review AFD program/ personnel evaluations (see I05(A) and C04(A))*
Sept. 1 – Aug. 31

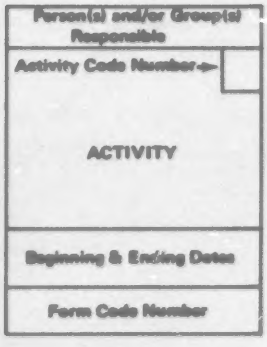
* to include:

- request for unexpended and uncommitted funds 4/15 – 30
- accountability, expenditure report 8/15 – 31
- FY projections 5/15 – 31
- Summer summary sheet 8/1 –14
- expenditure report for summer program 8/15 – 31

* to include:

summer program evaluation/ student questionnaires 8/8 – 9/14

KEY



Prepared by:

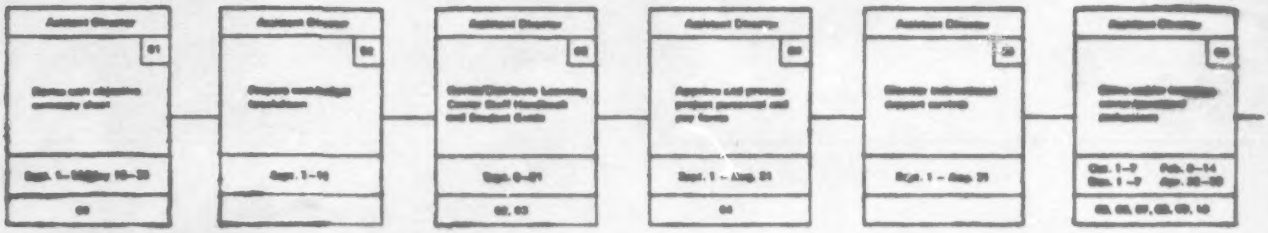
COMMUNICATION TECHNOLOGY CORPORATION

APPENDIX II-2

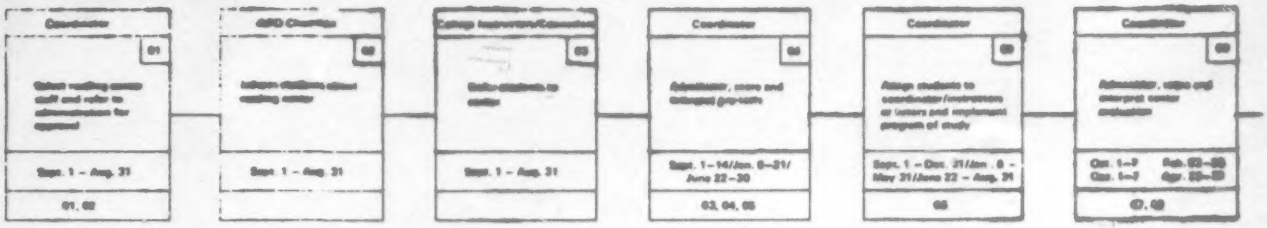
ACADEMIC FOUNDATIONS DEPARTMENT (AFD)
Livingston College
Rutgers University
New Brunswick, New Jersey

INSTRUCTIONAL SUPPORT (I) OPERATIONAL FLOW CHARTS

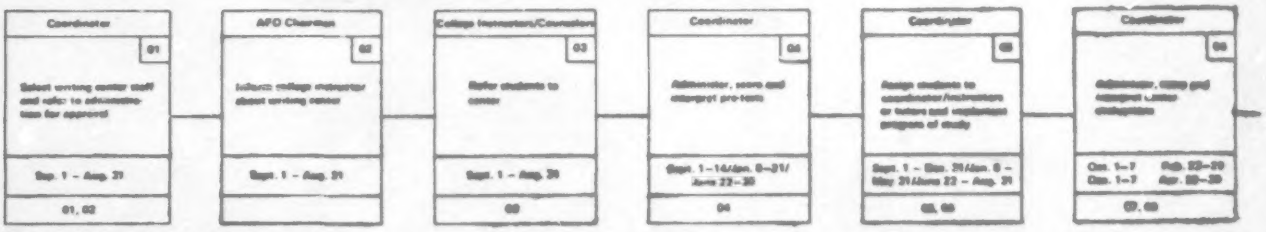
ADMINISTRATION (A)



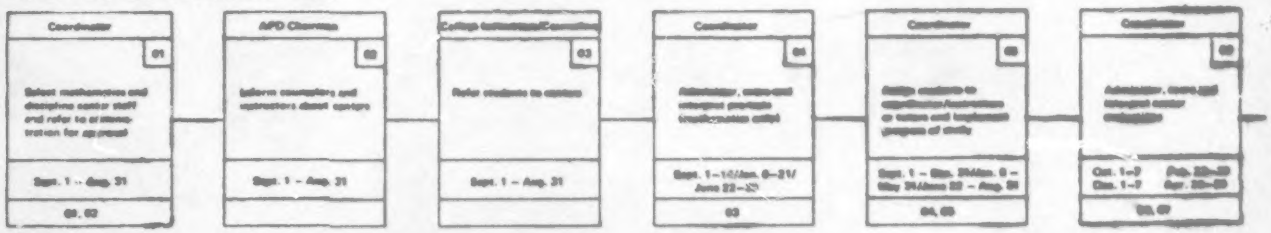
READING CENTER (R)



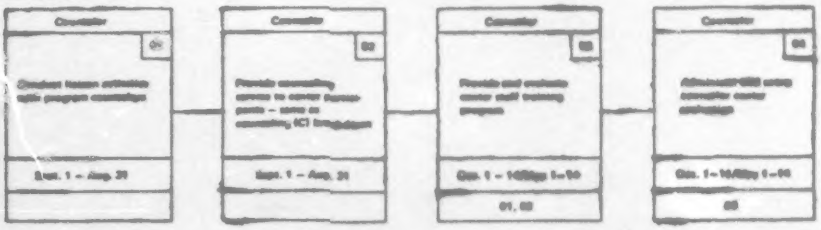
WRITING CENTER (W)



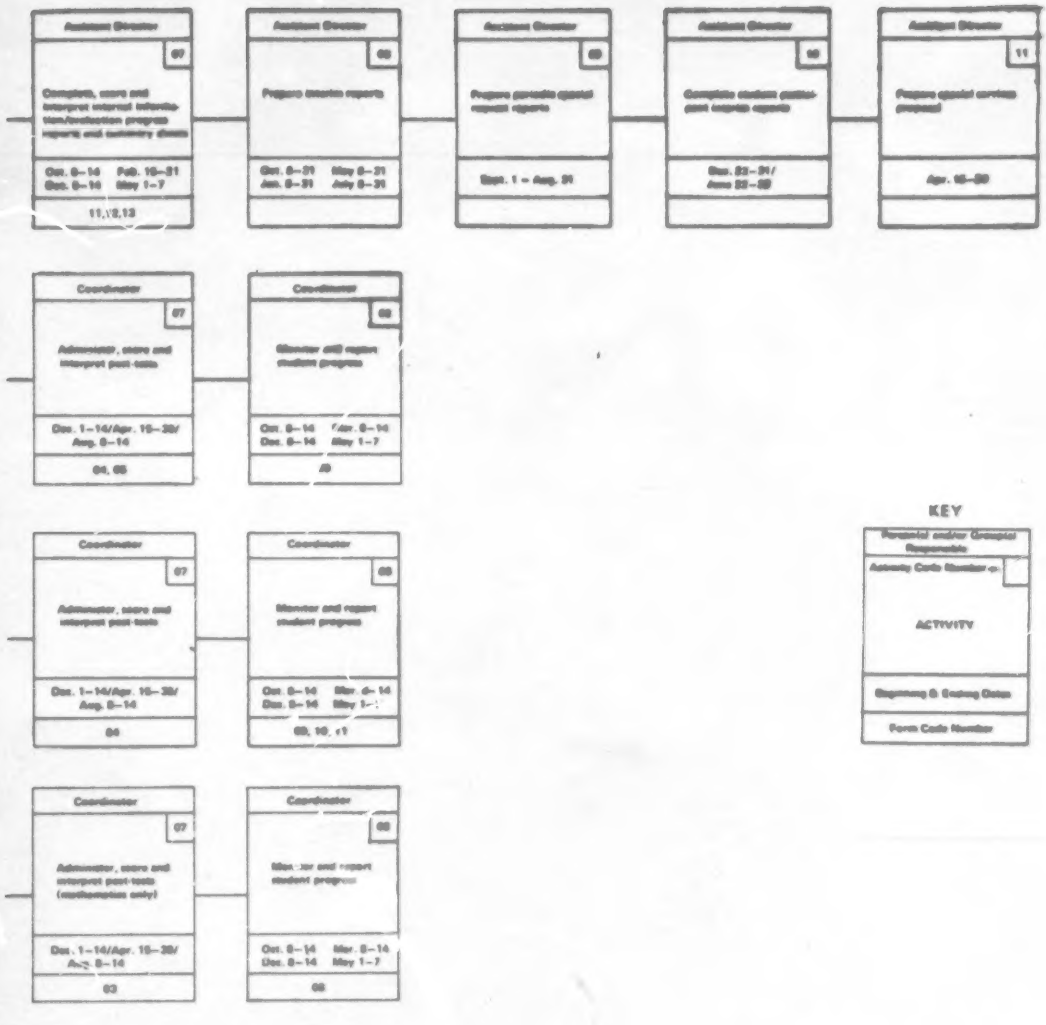
MATHEMATICS AND DISCIPLINE CENTERS (M/D)



COUNSELING (CA)



APPENDIX II-2 continued



Prepared by

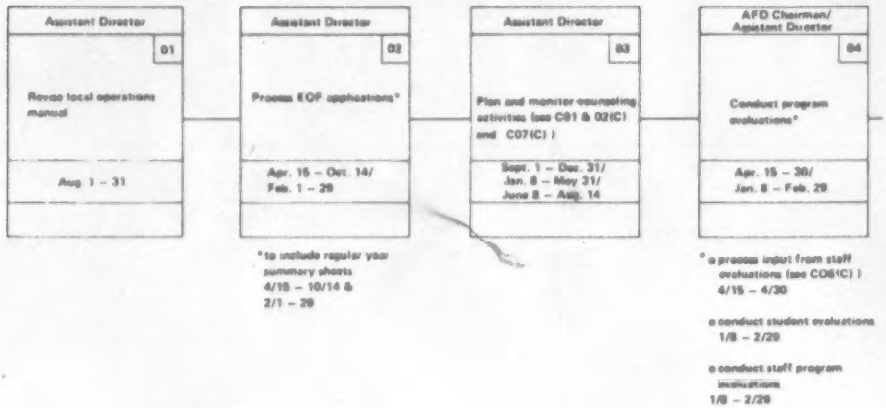
COMMUNICATION TECHNOLOGY CORPORATION

APPENDIX II-3

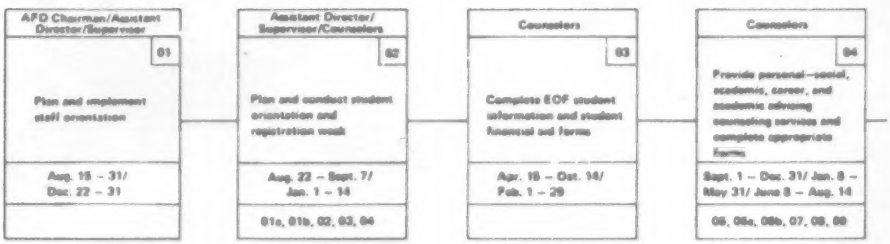
ACADEMIC FOUNDATIONS DEPARTMENT (AFD)
Livingston College
Rutgers University
New Brunswick, New Jersey

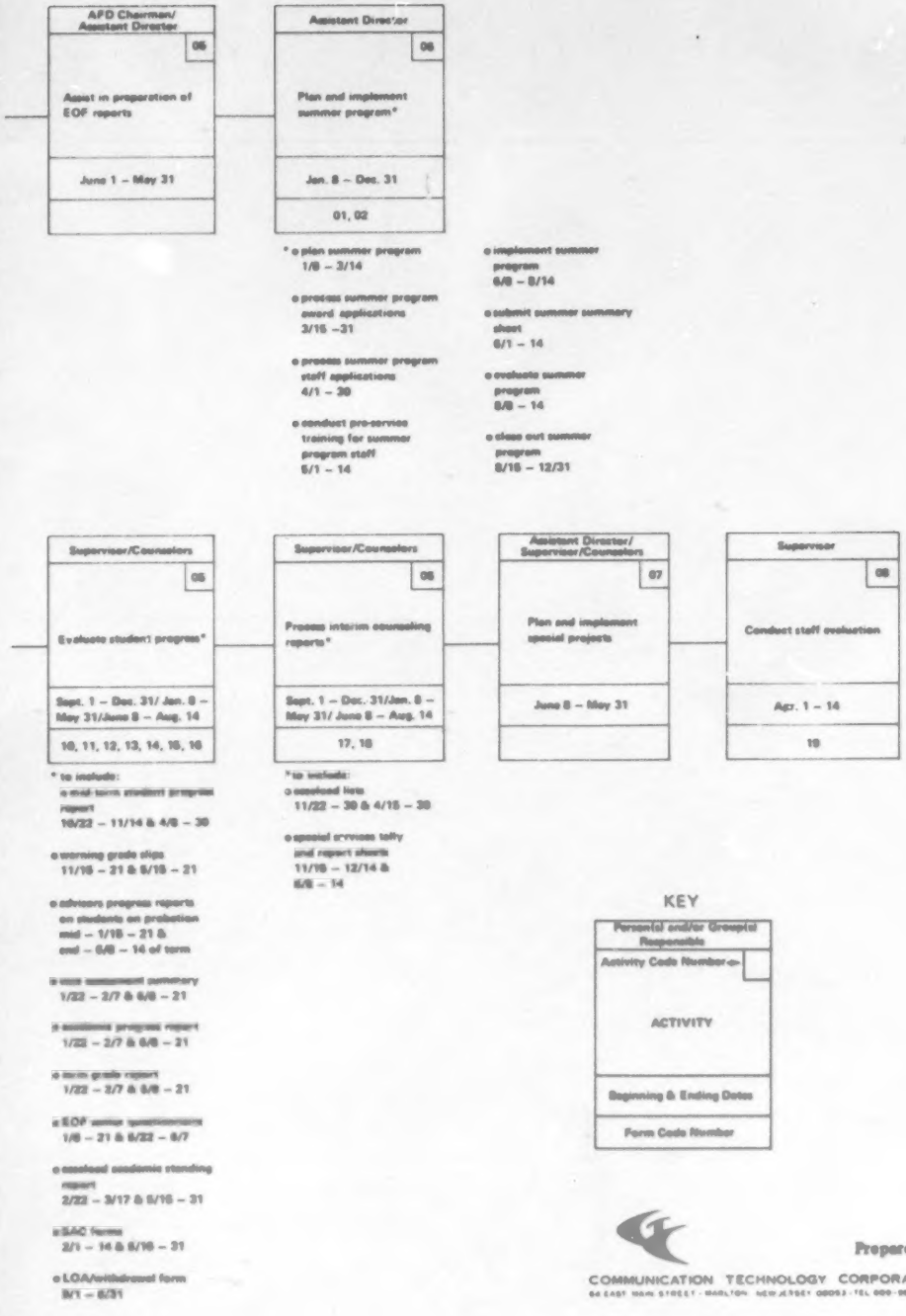
COUNSELING (C) OPERATIONS FLOW CHARTS

ADMINISTRATION (A)


Assistant Director
01
Revise local operations manual
Aug. 1 – 31
Assistant Director
02
Process EOF applications*
Apr. 15 – Oct. 14/ Feb. 1 – 29
Assistant Director
03
Plan and monitor counseling activities (see C01 & 02(C) and C07(C))
Sept. 1 – Dec. 31/ Jan. 8 – May 31/ June 8 – Aug. 14
AFD Chairman/ Assistant Director
04
Conduct program evaluations*
Apr. 15 – 30/ Jan. 8 – Feb. 29
* to include regular year summary sheets 4/15 – 10/14 & 2/1 – 29
* a process input from staff evaluations (see C06(C)) 4/15 – 4/30
o conduct student evaluations 1/8 – 2/29
o conduct staff program evaluations 1/8 – 2/29

COUNSELING (C)


AFD Chairman/Assistant Director/Supervisor
01
Plan and implement staff orientation
Aug. 15 – 31/ Dec. 22 – 31
Assistant Director/ Supervisor/Counselors
02
Plan and conduct student orientation and registration week
Aug. 22 – Sept. 7/ Jan. 1 – 14
01a, 01b, 02, 03, 04
Counselors
03
Complete EOF student information and student financial aid forms
Apr. 15 – Oct. 14/ Feb. 1 – 29
Counselors
04
Provide personal—social, academic, career, and academic advising counseling services and complete appropriate forms
Sept. 1 – Dec. 31/ Jan. 8 – May 31/ June 8 – Aug. 14
05, 05a, 05b, 07, 08, 09


AFD Chairman/ Assistant Director
05
Assist in preparation of EOF reports
June 1 – May 31
Assistant Director
06
Plan and implement summer program*
Jan. 8 – Dec. 31
01, 02
* o plan summer program 1/8 – 3/14
o process summer program award applications 3/15 –31
o process summer program staff applications 4/1 – 30
o conduct pre-service training for summer program staff 5/1 – 14
o implement summer program 6/8 – 8/14
o submit summer summary sheet 6/1 – 14
o evaluate summer program 8/8 – 14
o close out summer program 8/15 – 12/31
Supervisor/Counselors
05
Evaluate student progress*
Sept. 1 – Dec. 31/ Jan. 8 – May 31/June 8 – Aug. 14
10, 11, 12, 13, 14, 15, 16
Supervisor/Counselors
08
Process interim counseling reports*
Sept. 1 – Dec. 31/Jan. 8 – May 31/ June 8 – Aug. 14
17, 18
Assistant Director/ Supervisor/Counselors
07
Plan and implement special projects
June 8 – May 31
Supervisor
08
Conduct staff evaluation
Apr. 1 – 14
19
* to include:
o mid-term student progress report 10/22 – 11/14 & 4/8 – 30
o warning grade slips 11/15 – 21 & 5/15 – 21
o advisors progress reports on students on probation mid – 1/15 – 21 & end – 6/8 – 14 of term
o case assessment summary 1/22 – 2/7 & 6/8 – 21
o assistance progress report 1/22 – 2/7 & 6/8 – 21
o term grade report 1/22 – 2/7 & 6/8 – 21
o EOF senior questionnaire 1/8 – 21 & 5/22 – 6/7
o caseload academic standing report 2/22 – 3/17 & 5/15 – 31
o SAC forms 2/1 – 14 & 5/15 – 31
o LOA/withdrawal form 3/1 – 6/31
* to include:
o caseload lists 11/22 – 30 & 4/15 – 30
o special services tally and report sheets 11/15 – 12/14 & 5/8 – 14
KEY
Person(s) and/or Group(s) Responsible
Activity Code Number
ACTIVITY
Beginning & Ending Dates
Form Code Number
Prepared by
COMMUNICATION TECHNOLOGY CORPORATION

APPENDIX III

Student Data Base

HISTORICAL DATA

Variable
File No.

1. Student Number
2. Social Security Number
3. Name
4. Ethnic: 1 = American Indian 3 = Oriental/Asian 5 = Puerto Rican
   2 = Black 6 = Latin 8 = White
   9 = Other
5. Transfer - 1 Nontransfer - 0
6. High School Percentile Rank
7. College G.P.A. (Transfers)
8. SAT Scores - 2 Verbal, 2 Mathematics
9. Admissions Index (Proj. G.P.A.)
10. Date of Birth MMDDYY
11. Sex
12. Year Graduated High School
13. Type of High School
14. Year Entered College
15. Enrollment Status - 1 = Full-time 2 = Part-time
16. Residence - 1 = Commuter 2 = Resident
17. Level - 1 = Undergraduate 2 = Graduate Student
18. Grant Status
19. Midyear Admit - 1 = Fall Admit 2 = Spring Admit
    (*For last year students ignore code and assume Fall admit)

Blank
Code = 1

CURRENT DATA

Variables

1. Student Number
21. Special Services Indicator
    1 = Special Services 2 = Not Special Services
22. E.O.F. Indicator: 1 = E.O.F. 2 = Not E.O.F.
23. Major
24. Withdrawal Reasons
25. Last Date Attended MMDDYY
26. Total Semesters Attended
27. Readmit Date
28. Date Graduated College
29. Total Credits This Semester
30. Total Developmental Credits Attempted
31. Total Developmental Credits Completed
32. Total Credits Attempted
33. Total Credits Completed
34. Dependent Status: 1 = Dependent 2 = Independent
35. Parents' Total Gross Income
36. Primary Source of Parents' Income
    1 = Earnings 4 = Pensions 7 = Other
    2 = Welfare 5 = Social Security 8 = No income
    3 = Disability 6 = V.A.

37. Total Family Members
38. Student's Annual Income
39. Primary Source of Student's Income
    1 = Earnings 4 = Pensions 7 = Other
    2 = Welfare 5 = Social Security 8 = No income
    3 = Disability
40. Total Number of Individuals (student's family if independent)
41. Amount of E.O.F. Grant
42. Total Grant
43. Summer Program - 1 = Attended 2 = Did not attend
20 Counselor Code
    Blank
    Code = 2
44-47. McGraw-Hill Reading Test: Pre- and Post-test Scores
48-53. Test of Academic Skills: Pre- and Post-test Scores
54-70. Survey of Study Habits and Attitudes: Pre- and Post-test Scores
71. Counseling Clock Hours
72. Learning Center Clock Hours

APPENDIX IV

Admissions Procedure for Processing EOF Applications

I. Identification - Application Stage

1. EOF and minority applications were tabbed at the front end (upon receipt of application and creation of folder) if at least one of the following EOF indicators existed:

   a. All students with fee deferrals, fee waivers, a student requesting that his/her fee be deferred.

   b. If a guidance counselor answers yes to EOF question on MRC (machine readable chart).

   c. If a student identifies himself/herself as a potential EOF student on the application.

   d. If a student identifies himself/herself as a minority applicant.

2. Folder Creation

   a. Place red tab on those folders designated EOF.

3. General File

   a. Any information in general file would be placed in folder and folder would be checked by Records Staff. They would note missing academic information on note section of folder and Records Staff would place folders in box marked "EOF" for screening.

II. Missing Credentials Check, Send-For, Regionalization, Pre-Screening

1. Prescreen all mutliples and New Brunswick singles--EOF/minority applications.

   a. Review EOF/minority folders for potential EOF referrals based on the following information:

      1) check for parent's occupation and education levels,
      2) check for number of siblings in family,
      3) check for student's educational background, deficiencies, lack of basic skills, etc.,
      4) check for background of historical poverty via NJFAF (when available would use CSS list),
      5) check to see in what manner the student completes admission application and what is stated on the application.

   b. After review of information, admissions EOF specialist would determine who is to be referred for EOF:

      1) red tab will be affixed to folder if not done so already,
      2) if not referred for EOF, red tab will be removed from folder,
      3) EOF specialists would note date, and initial folders appropriately. Folders would be designated as follows:

         a) Referred EOF Potential - if student is not admissible at read review or at multi-college review;

b) Referred EOF High Achiever - if student is admissible at read review or multi-college review;

c) Not Referred for EOF - based on review by EOF specialist should not be referred;

d) Checked for EOF - no indicators exist for possible EOF.

c. At this time, the EOF specialist(s) would take a manual count of the above mentioned categories and log figures on the Manual Count Statistics Chart (see Attachment C).

d. All folders marked "checked" or "not referred" will be given to Records File staff and they will complete send for process.

e. All folders marked "referred potential" or "referred high achiever" and New Jersey residency/permanent residency is questionable, would be referred for residency check, before the EOF "send for" process is initiated. "Refer" section of folder will be circled. Folders will be returned after residency check is initiated.

III. Send-For and Referral Process

1. Admissions would check again for missing academic credentials. On all those referred for EOF, admissions would simultaneously "send for" missing FAF and academic credentials for all divisions applied to and would note the folder "EOF Letter Sent" and would insert copy of letter in each regional folder.

2. EOF referrals to the Financial Aid Office would also be made at this stage. A copy of the referral would reside in each single/regional or multiple folders.

3. Financial Aid Response - would be annotated accordingly by the Financial Aid Office.

4. Admissions Statement - would be annotated accordingly by the EOF specialist and clerical staff when admissions decisions are made available.

5. Systems Input

   a. System input of potential EOF and High Achievers would also occur at this stage.

6. Distribution of Referral Forms to Financial Aid Office and Admissions.

   a. New Brunswick and Admissions Singles

      1 white copy (pass copy) to Financial Aid
      2 yellow copies to Financial Aid
      1 yellow copy in our general file
      1 yellow copy in Admissions folder

   b. New Brunswick Multiples (one other region)

      1 white copy and 1 yellow copy to Financial Aid
      1 yellow copy in our general file
      1 yellow copy in Admissions folder
      1 yellow copy in regional folder
      2 xerox copies as additional pass copies sent to the region (campus mail)

c. New Brunswick Multiples (plus two other regions)

1 white copy and 1 yellow copy to Financial Aid
1 yellow copy in each regional folder
1 xerox copy in our general file
2 xerox copies as additional pass copies sent to each region (campus mail)

IV. Identification of Potential EOF or High Achiever at Read Review Stage by the Read Reviewer

1. If application was not caught at the "send for" stage do the following:

a. Indicate as "Potential EOF" or "High Achiever" on profile sheet under "EOF & Scholastic Information."

b. Circle or annotate parents' occupation, education, number of siblings, and other pertinent information.

c. Complete read review, make decisions if possible. Make sure that the records' area people have marked Pink Out Card and have placed it in the appropriate out card file. Read reviewer should place folder in EOF Referral Box.

d. Review for EOF consideration.

V. Read Review of EOF Applicants

1. All EOF and minority applications would be prioritized for read review.

2. Unless the student meets read-review parameters, all would be referred to Multi-College Committee Review.

a. After read reviewing an EOF folder (those that had been referred) if at least one decision had not been made, folder would be placed in designated EOF Committee Review File.

b. This file would be swept at least once a week for staff and faculty committee review. EOF clerical staff would keep the folders updated with the latest EOF information. Anyone who removed this folder from file must sign Pink Out Card.

c. When all decisions had been made, the folder would be placed in "to be typed and encoded."

1) If a folder was reviewed by staff and/or faculty committee and was "Pended EOF" at least at one New Brunswick college choice and letter was sent, the folder would be returned and placed in EOF Pending File. Folders would be kept updated with the latest EOF information. Anyone who removed folder(s) from the file must sign Pink Out Card(s).

2) During "checking and stuffing," checkers would remove referral form from student's folder and note admissions decisions on part three of referral form (Admissions Eligibility Statement).

3) Annotate Master Referral File with admission decisions and forward copy of referrals to the Financial Aid Office. Financial Aid would annotate their files with admission decisions.

VI. Internal Procedures for Maintaining Control of EOF Applicants

The selection for EOF support (from Admissions) is based on both educational and financial criteria. As a result, there exists a constant interaction between Financial Aid and Admissions Offices. Potential EOF are identified from Admissions. These procedures will deal with each area.

1. Multiple Application*

   a. Admissions completes referral form and transmits to New Brunswick control (Financial Aid).

   b. New Brunswick Control, upon receipt of referral, form logs in document according to Admissions referral number, name, Social Security number, and divisions applied to.

   c. Referral is then checked against CSS tape and ball park list for a match up of FAF for decision.

   d. When financial decision is made, it is noted on the referral, signed and dated (section 2 of referral).

   e. New Brunswick Control xeroxes copies for student's folder(s).

   f. New Brunswick Control then transmits white copy, with decisions, to Admissions.

   g. New Brunswick Control files alphabetically, yellow copy in Master file.

   h. Admissions, upon receipt of white copy, notes the eligibility decision for update in their system and makes decision.

   i. Admissions returns white referral with admissions information (section 2 of referral) to New Brunswick Control.

   j. New Brunswick Control documents yellow master file copy and asks for award letter for all decisions noted and xeroxes the necessary copies of admit decisions for the necessary number of folders.

   k. When award letter is produced, date of award is noted on white copy referral and returned to Admissions.

   l. An index card is made for the awarded student, noting student's name, Social Security number, date of award released, divisions awarded, and referral number.

*Please note in the case of a multiple application where the student has applied to the New Brunswick Region and/or the Camden/Newark Region, all the documentation, financial decision, and awarding will be done through the New Brunswick Region. The Newark/Camden Offices will receive a xerox copy of all data in the student's folder upon an admit decision and an award letter produced.

2. Follow-up Information for Financial Decision

   In some instances, where upon review of the FAF, it is found that further financial information is required before a decision of financial eligibility can be made, the following steps are transacted between Admissions and Financial Aid. The follow-up information will be written on a three-part form.

   a. Write on form for information needed.

   b. Indicate on referral document (section 2) "further information required."

   c. Xerox this copy, attach copy of follow-up letter and send to Admissions.

d. Attach copy of follow-up letter to yellow master file.

e. Send follow-up form to student.

f. When follow-up is returned and decision is possible, follow steps d through 1, section 1.

3. No Financial Statement

If New Brunswick Control finds, upon receipt of referral, that Financial Aid has not received a FAF from the referred student, Financial Aid will indicate on the referral (✓) No FAF. Then Financial Aid will communicate same to Admissions. Admissions will proceed with FAF solicitation letter and follow-up. This section of the procedure is subject to change.

APPENDIX V

Instructional Materials Used in Reading Laboratory

A. Materials

1. Programmed, self-instruction textbooks and kits.
2. Commercially prepared cassette tape programs.
3. Time-Life Videotape Speed Reading Course.
4. Bell & Howell Language Master Programs.
5. Drill books and assorted workbooks.
6. Copies of selected textbooks.
7. Paperback novels.
8. Newspapers and magazines.
9. Dictionaries, thesauruses, spelling dictionaries, and English handbooks.
10. Diagnostic tests.

B. Equipment

1. EDL Aud-X.
2. EDL Tach-X.
3. EDL Controlled Readers.
4. EDL Skimmers.
5. SRA Reading Accelerators.
6. Bell & Howell Language Masters and Headsets.
7. Sony Videotape Deck, Monitor, and Camera.
8. Overhead projector.
9. Opaque projector.
10. Cassette recorders and headsets.
11. EDL portable viewing screen.

APPENDIX VI

TABLE 18. COURSES TAKEN IN SUMMER 1979 BY SPECIAL PROGRAMS STUDENTS

Stipend Receiving Students (N = 82)				Non-Stipend Students (N = 40)			
Course Grade Received	Number of Courses Attempted	Number of Credit Hours Attempted	Percent of Credit Hours Attempted	Course Grade Received	Number of Courses Attempted	Number of Credit Hours Attempted	Percent of Credit Hours Attempted
1	23	75	12.9	1	9	26	8.8
2	39	128	21.9	2	16	56	19.0
3	40	128	21.9	3	24	82	27.9
No Credit	59	179	30.7	No Credit	28	93	31.6
Withdrew	13	40	6.9	Withdrew	8	26	8.8
*	5	15	2.6	*	1	4	1.4
Inc.	1	4	0.7	Inc.	1	4	1.4
T3	4	14	2.4	T3	1	3	1.0
TOTAL	184	583	100.0	TOTAL	88	294	99.0

APPENDIX VI

TABLE 19. FAMILY INCOME AND STUDENT STATUS OF SPECIAL PROGRAMS STUDENTS, 1978-79.

Family Income Group	Percent of Students	Student Status	Percent of Students
Less than $6,000	53.8	Dependent	78.0
$6,001 - $11,999	43.1	Independent	21.0
Over $12,000	3.1	Unknown	1.0
			100.0
		Residents	92.6
		Commuters	7.4
			100.0

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